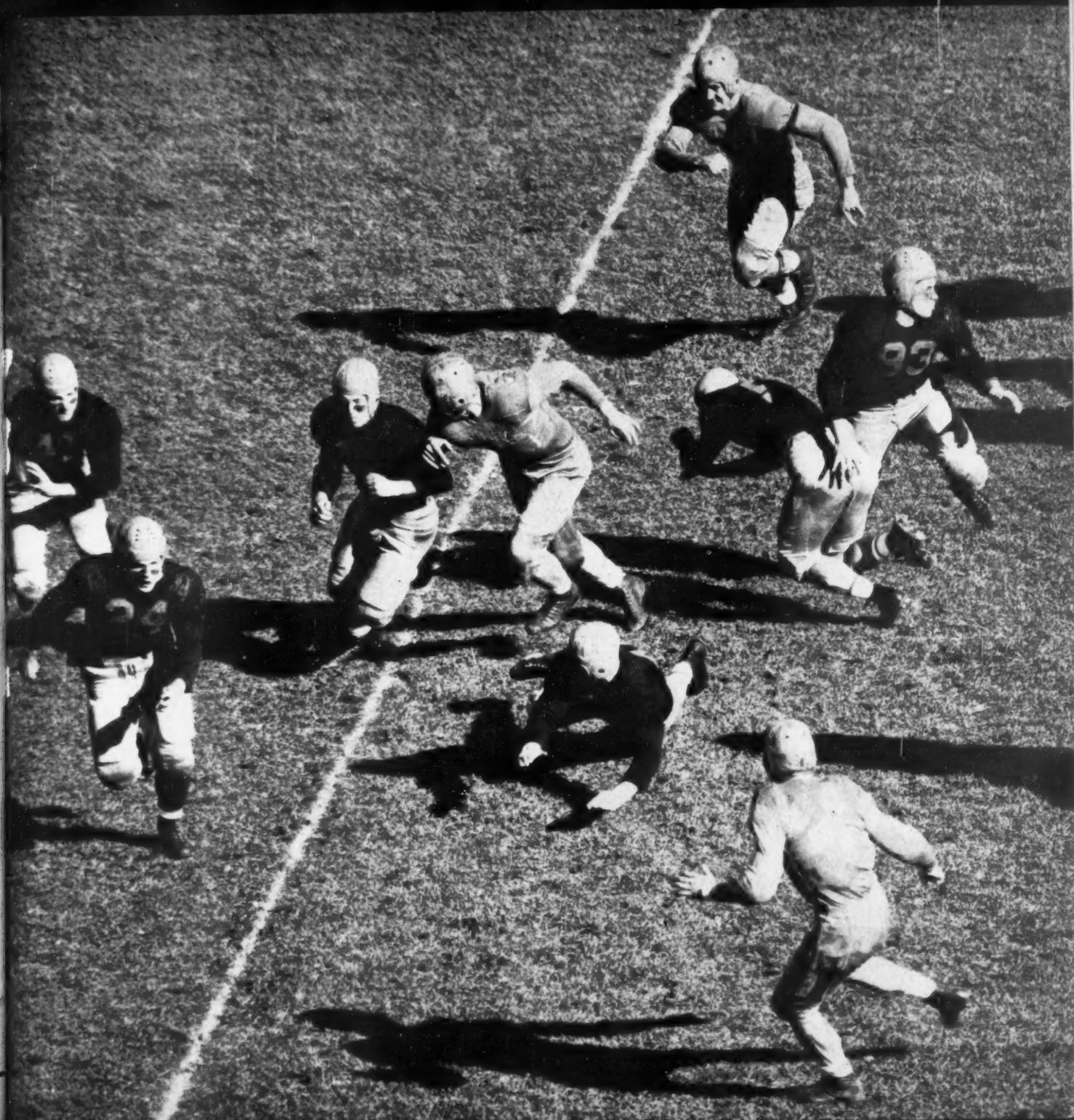


# SCHOLASTIC COACH



## "HE HEAVED THE SWEETEST PASS YOU EVER SAW..."

-2-

was sure tough going. The whole advance was being held up because of that one machine gun. My friend Bill, ducked through the tall grass until he was only 75 feet from the gun. Then Bill, who used to play halfback on the team, tossed a grenade. He heaved the sweetest pass you ever saw — right smack in the middle of those Japs. That's where I picked up the souvenirs.

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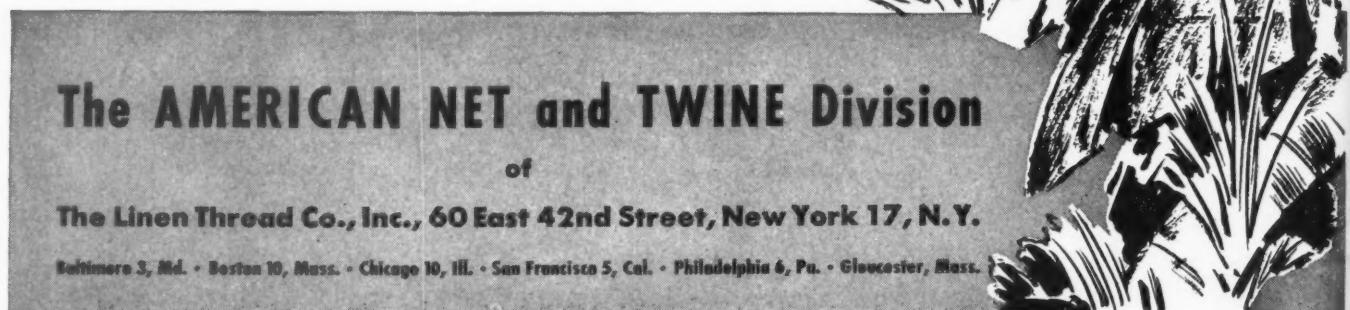
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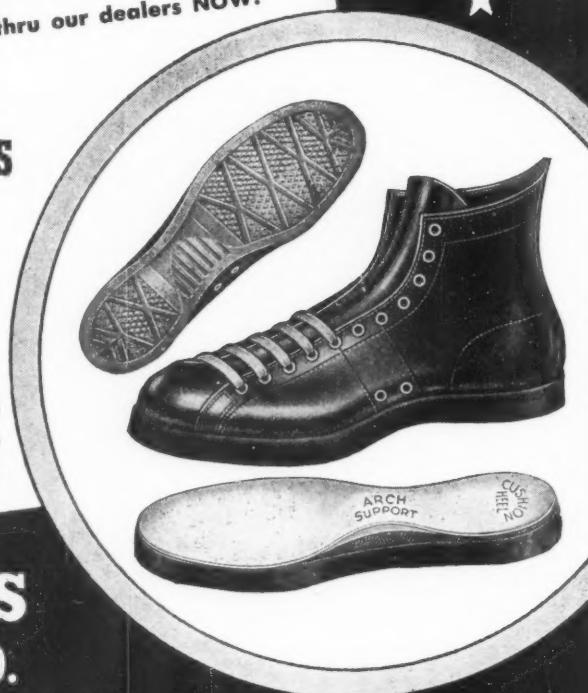
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Editor: OWEN REED  
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SCHOLASTIC COACH is issued monthly ten times during the academic year (September through June) by Scholastic Corporation, M. R. Robinson, president. Publishers of *Scholastic*, the America High School Weekly; issued in two editions, one for students and one for teachers.

Address all editorial and advertising communications, and all correspondence concerning subscriptions and circulation to SCHOLASTIC COACH, 220 East 42nd Street, New York 17, N. Y.

G. Herbert McCracken, publisher.

Subscription for the United States and Canada, \$1.50 a year. Foreign \$2. Back issues: 25 cents current volume; 50 cents, previous volumes.

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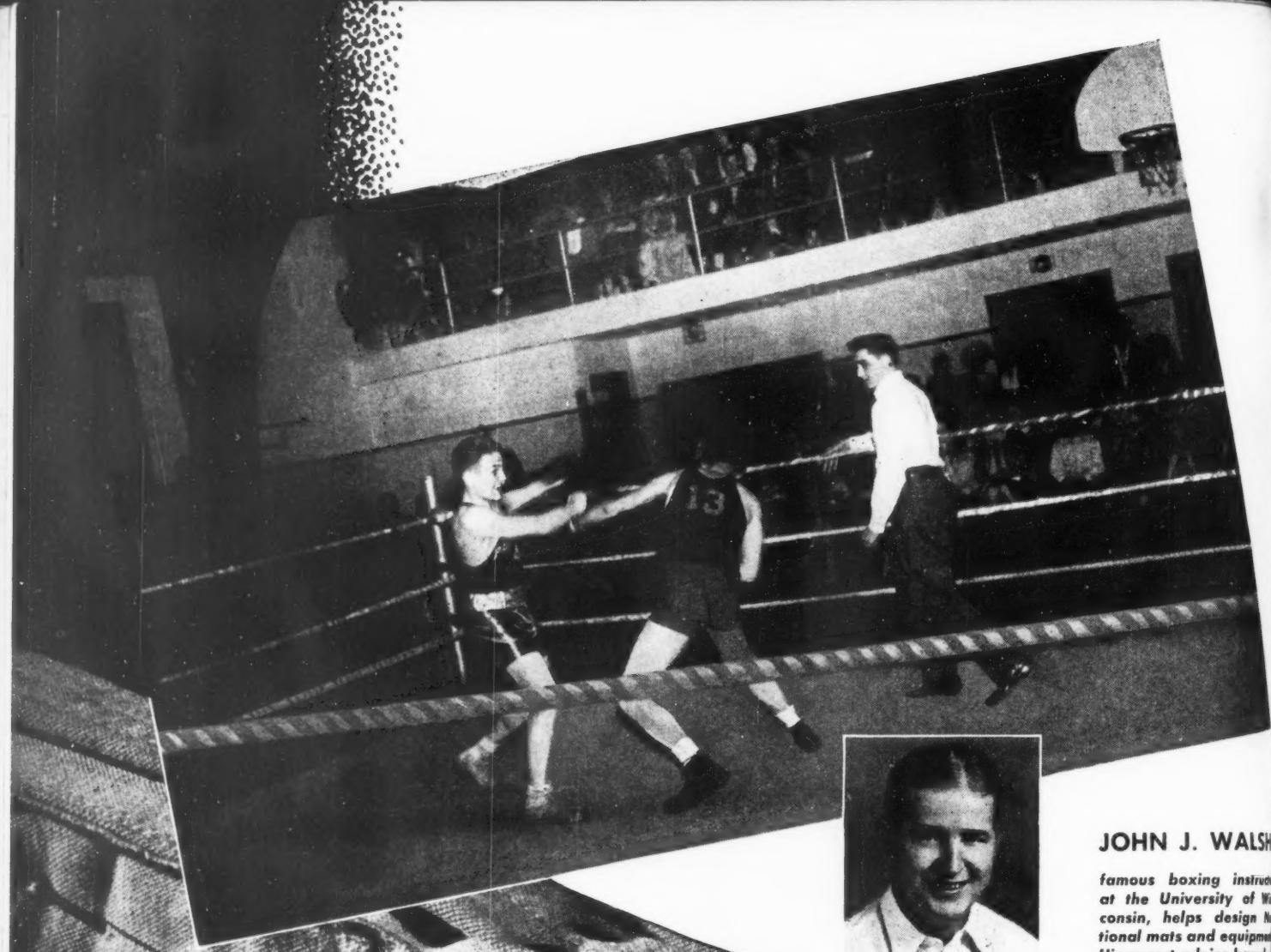
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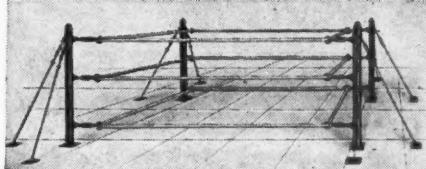
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No, *they* won't be coming out for the squad *this* semester . . . but *others* will . . . and *they'll* need the same kind of physical toughening and friendly counsel that only a coach can give. And they, too, will make you proud of them.

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# Here Below

If we had a dollar for every physical fitness program proposed since Pearl Harbor, we could buy a couple of battleships and a tire or two on the side.

Some of these programs, like the one embodied in the High School Victory Corps, are fine. Others have been ingeniously impractical. While still others "should-a stood" in their composer's head.

In the Grade A category, we place the "keep fit" program recently proposed by the Joint Committee of the American Medical Association and the National Committee on Physical Fitness.

Prepared for schools and colleges under the direction of a group of noted educators and medical leaders, it helps define more clearly the responsibilities of the school and offers a means of attaining a high level of physical fitness. The following objectives are proposed as minimum requirements:

1. Thorough physical examination of all children (a) on or before admission to school and at such regular intervals thereafter as may be deemed advisable; (b) on readmission to school following any major illness; (c) on teacher referral when the pupil's appearance, performance, or routine screening test records suggest failing health or defects. Whenever possible the parent or teacher should attend the examination of younger children.

2. Daily teacher inspection of all pupils for signs of deviation from normal health status.

3. Routine screening tests to discover defects of vision and hearing and failure to grow.

4. At least annual, preferably semi-annual, dental attention for every pupil.

5. An annual inventory of the physical abilities of every pupil by teachers of physical education.

6. Suitable follow-up work to assure (a) the correction of correctible defects and the prevention of preventable conditions, and (b) the assignment of pupils to modified activities programs where this is needed.

7. The use of cumulative record blanks designed to follow the child throughout his school life and to record (a) the results of physical examinations, screening tests and physical fitness inventories, and (b) the dates of major illnesses, immunizations, dental visits, and corrective measures taken.

8. Organized health instruction on all school levels and planned healthful living throughout the school experience. At elementary levels this

may be undertaken as a part of larger projects. At secondary levels there is need, in addition, for instruction specifically devoted to this area. This should not be as a "rainy day" substitute for or otherwise at the expense of physical education.

Irrespective of title or departmental affiliation such instruction must develop accurate knowledge, appropriate attitudes, and sound habits aimed to further individual and community health. This demands at least a semester course of organized health instruction on the junior high school level and a semester or year course on the senior high school level, equivalent in length and regulations to other standard courses, to be required of all students. These courses should be taught by adequately prepared teachers and for a requirement for graduation.

9. At the elementary level at least 40 minutes daily of planned physical education activities suited to the grade level involved.

10. At the secondary level (grades 7 to 12) a daily period of vigorous physical education. This period should be at least as long as the regulation class period, and be scheduled within the school day. Pupils should be classified in respect to sex and grade, ability or special needs. Standards should be set for passing the course in all grades, and acceptable performance required for promotion and graduation.

11. Expert supervision and direction at local and state levels.

12. The strengthening and extending of advisory and consultative services of the U. S. Office of Education in these areas.

Further school efforts to improve the physical fitness of youth could wisely be directed toward (1) extension of health inventory and correction of defects in the pre-school years; (2) insuring sound mental health; (3) improvement of child nutrition through the provision of adequate school lunches; (4) provision of camping and other extended school services contributing to health; (5) systematic cooperation with all community health efforts such as tuberculosis case finding, venereal disease control, and maternal and child health clinics.

FOR months now, an old friend of ours has been trying to get us to see a professional soccer game. Since he's official whooper-upper for the American Soccer League, his enthusiasm was suspect. But he swore he just wanted to let us in on a good thing. "Come over and see for yourself America's next great professional sport. We're going to have 50,000 crowds in a couple of years!" Or maybe it was 150,000 and a couple of hundred years.

Anyway, the other Sunday, we finally gave in. In an ersatz "stadium" in a deserted amusement park, we saw the Americans and Brookhattan, two crack A.S.L. teams, trade boots and passes.

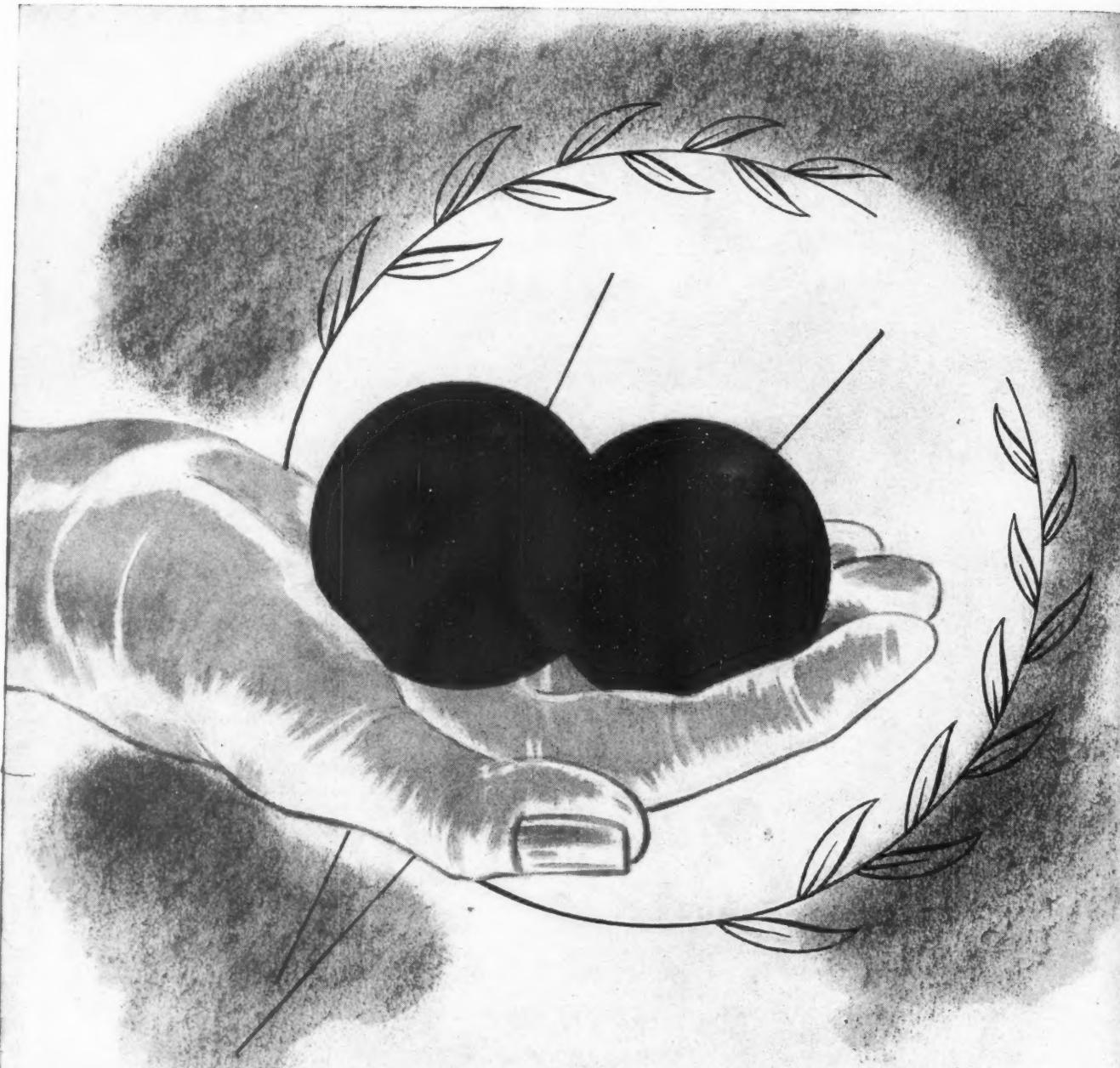
The game, to our happy surprise, was a pip! We always knew soccer called for a skilful blend of individual and team play. But we hadn't realized to what extent these principles could be applied.

The pros' anticipatory sense and position play were uncanny. Every player knew where every teammate was at all times. There was no indiscriminate booting or passing. Every kick was directed to a specific zone—and a man was always there!

The individual skill also was superlative. If you think throwing a football or shooting a basketball is tough, try trapping a soccer on the run and passing it to a teammate anywhere from 10 to 30 yards away. The pros did this facilely enough; they also headed balls in all directions while in full stride and booted 'em long and hard with either foot.

Outside the purely esthetic pleasure we derived from watching superb technique, we got a big kick out of the fetching informality of the spectators. Before the game, they surrounded the coaches and imparted a few nuggets on strategy. Between the halves, they poured onto the field and practiced goal kicking.

Our favorite extra-curricular boomer was a little bald-headed fellow with a loud yellow polo shirt and baggy black pants. We saw him slip at least four boots past the volunteer goalies. Yet he left the field muttering, "I'm a little off today." Next time we saw him was in the grandstand. He was toting a big bag and howling, "Ice cream, only ten cents!"



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# from Coaching School Notebooks

## Ray Eliot

Reported by Gale W. Fisher  
Boone, Iowa, High School

THE T formation is fast, simple, easy to teach . . . and nobody yet has worked out a defense against it. With this prefacing testimonial, Ray Eliot, head man at the University of Illinois, launched a glowing analysis of the T's virtues at the coaching school sponsored by the Iowa High School Athletic Association.

Those who know Eliot or who have had the privilege of listening to him are impressed with his fidelity to detail. He drills endlessly on things which many coaches take for granted.

For instance, he teaches boys how to recover fumbles. He places the ball on the ground horizontally or vertically, at different angles, and then has them practice picking it up or falling on it.

"Don't leave anything to a boy's imagination. Teach him *everything*. Make him practice these things repeatedly. My theory is that he should practice tackling, running, throwing, ball stealing, deception, the kick-off return, pass interception—everything that might happen in a game, both offensively and defensively, so that he will know how to adapt himself to every situation and thus be able to anticipate it."

To his rookie candidates, Eliot lays down the following code:

1. Anything you think you can do, you *can* do—if you are taught properly and practice diligently.
2. Any team game is bigger than any one man on the team.
3. You can't break the training or playing rules and succeed.
4. You must put everything you have into winning.

"Physical prowess alone isn't the sum total of winning football, although we certainly appreciate highly and do not minimize the physical. There must be in addition, courage, game intelligence and the proper state of mind. Many games are lost because of poor thinking. More games are won with good, clear thinking than with mere physical power."

It's fun to practice baseball or basketball, but boys must be taught

to love blocking and tackling. Tackling is largely a mental problem, just as 50 to 60 percent of all football is mental.

Eliot uses a "psychological system" in his teaching. Everything is based on competition. Small groups of the squad work on various skills, then pit their acumen and ability against the other squads.

In tackling and blocking, they are given three tries and must make them good. Emphasis is laid on speed, since the T depends so much on it. The slowest group, or the losers, in wind sprints are usually penalized in some way.

The team making the most fumbles in scrimmage must run a mile around the field. Lesser penalties involve running shorter distances. But the point is, there's a penalty for repeated failure. Eliot believes failure is due largely to mental sluggishness (call it laziness, if you like) and refusal to learn to coordinate thought and action.

The biggest problem of the high school coach is time. In college ball, the boys have infinitely more time for practice. They usually have summer practice, spring practice and football classes. In the average high school, a boy rushes to the locker room at about four in the afternoon, swiftly dons a uniform and goes out cold, or nearly so, to practice.

### For schoolboy coaches

Eliot offers a number of fundamental suggestions to the high school coach:

1. Develop a good kicker. If he's a natural, with a style of his own that produces, leave him alone.
2. Don't teach a boy too much at one time, and don't teach him too many complicated things. The T is simple. Keep it that way and it will produce better results.
3. Don't waste too much time talking. Plan your practice. Say the things you need to say, then get to work.
4. The essence of offense is blocking; of defense, tackling. There is a situation for everything and a block for every situation.
5. Only two kinds of blocks are needed in the T—the head-and-shoulder and the body.

In his instruction on blocking, the Illinois coach tells his boys to keep the legs moving, to keep driving. When the legs stop, the motor stops and "you can't go anywhere without a motor." Balance is everything. Get caught off balance and you're down.

"Watch a good tackler come into balance before he hits. Watch his stride and how, just before impact, he checks and goes into balance."

Eliot advocates the three-point stance for both backs and linemen. He cautions the boys to anticipate where the defensive man is going to be at the snap. He believes in man-to-man blocking assignments whenever the angle makes it feasible.

### Tips on blocking

"The way to teach a boy to block well is to teach him to go out and tackle; then take his hands away from him and make him use his shoulders only. You'd be surprised and pleased at the results obtained this way."

The first thing to remember in blocking is to make it fast and high. High blocking provides an excellent screen behind which to carry out quick-opening plays, fakes and laterals.

"Tell your boys to block higher than they would ordinarily tend to. This both insures the screen and aids the block, since the blocker will usually be on his feet at the finish."

In his lecture on passing, Eliot came out for the man-to-man type of pass protection. He believes:

1. It puts like against like, as to size, weight, etc.
2. It is simple.
3. It affords maximum protection closest to the line of scrimmage and doesn't give the defense a chance to break through or get under way—affording the passer good vision.

In blocking for a passer, the boy should keep his legs wide apart, elbows out, eyes on the spot he's watching, and make the defensive man commit himself. It is important to hold the block as long as possible.

A good way to teach a boy, particularly a lazy lineman, to hold a block is to put him back as passer. Let his teammates in on the deal so that they may permit the defense to swarm through and bury him. A few

(Concluded on page 12)

# SIX-DAY COURSE ON SOCCER SKILLS

By Patrick Murphy

This is the second of two articles by Patrick Murphy, soccer coach at Gonzaga University.

**B**EFORE outlining a drill program for the soccer coach, it may be well to recommend the most practical type of equipment for teaching the game.

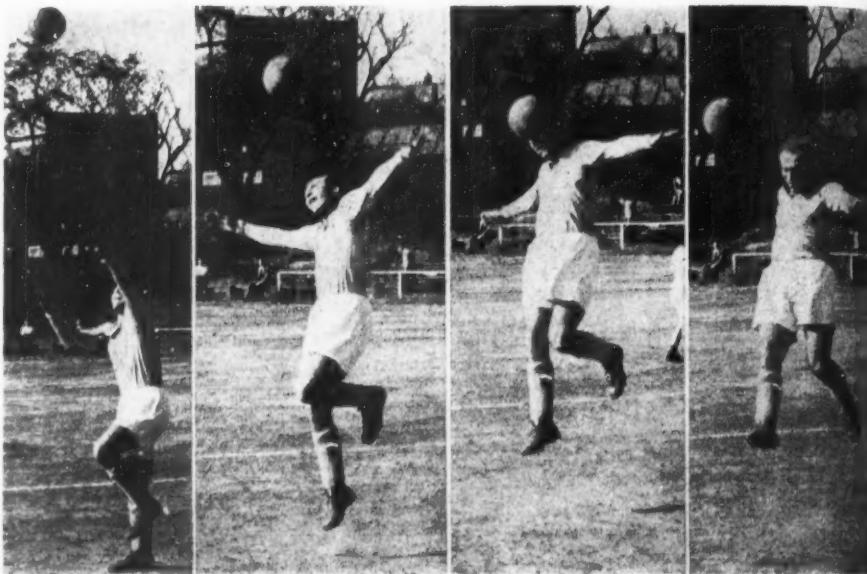
First on the list are rubber soccer balls and gym shoes. These aids are indispensable where time is limited and the material green. The ordinary leather ball makes for discomfort with beginners. Not being able to head it correctly, they frequently come up with headaches, especially if the ball is wet.

Then, again, the average schoolboy is not equipped with shin guards and soccer shoes. The results are shin injuries, sprained toes and general discouragement. The lighter, livelier rubber ball and regular gym shoes obviate these hazards and encourage the boys to throw themselves into the practices.

At Gonzaga we use the first week to teach the fundamentals and the following weeks to perfect and make use of them. Our instructional drill phase is crowded into six one-hour practice periods. We have found that the average boy can learn enough about the game in six days to play it reasonably well.

This does not mean that after six days, the drill-instruction is discontinued. A part of each day following the first week is devoted to one drill or another, depending upon what the group needs most. For instance, if the squad does well in dribbling and passing but poorly in shooting, shooting will be strongly

Gonzaga uses the first week to teach the fundamentals and the following weeks to perfect and make use of them



All photos posed for by N. Y. Americans, of American Soccer League

**Heading the Ball:** The player measures the ball's flight and then leaves his feet, contacting the ball at the hair line with a powerful upward and forward thrust.

emphasized in the second week.

**First Day:** Assemble the boys, not more than 25 in a group, in a large circle, with you in the center. Introduce the game by illustrating the fundamentals:

1. How to kick—both short and power kicks.
2. How to pass in all directions.
3. How to head in all directions.
4. How to trap a ball correctly.

Dribbling may be considered a fundamental, but we do not spend much time on it in the early stages. We have found that as the players master the "big four," dribbling comes naturally.

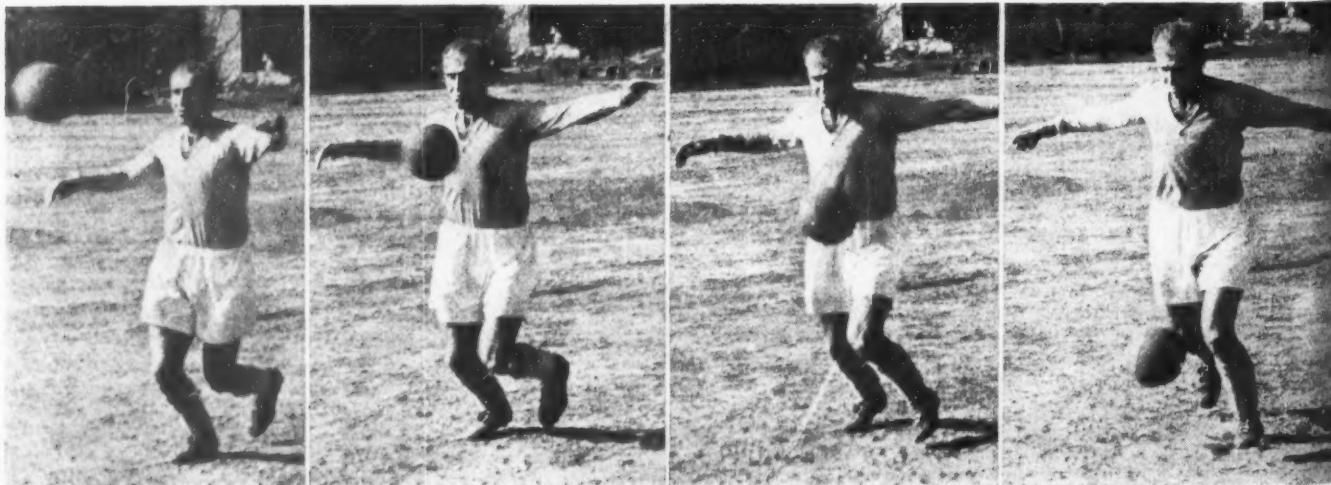
**Chest Trap:** As the ball hits his body, the player sucks in his chest to kill the ball's speed and gain immediate control of it in good kicking position.

Dribbling amounts to nothing more than handling the ball while in motion and learning to fake. The latter is an advanced skill rather than a fundamental. At any rate, good passing is far more important than dribbling.

In teaching the art of kicking, repeat and repeat that the ball should be kicked with the toe down. In other words, the ball should always be met with the foot, not the toe. For short kicks, the toe should be more acutely angled than for power kicks, but it is always down.

After contacting the ball, the foot does not follow through in a perfect arch. It travels in a flatter plane, always following the path of the ball. A good axiom is: "Kick

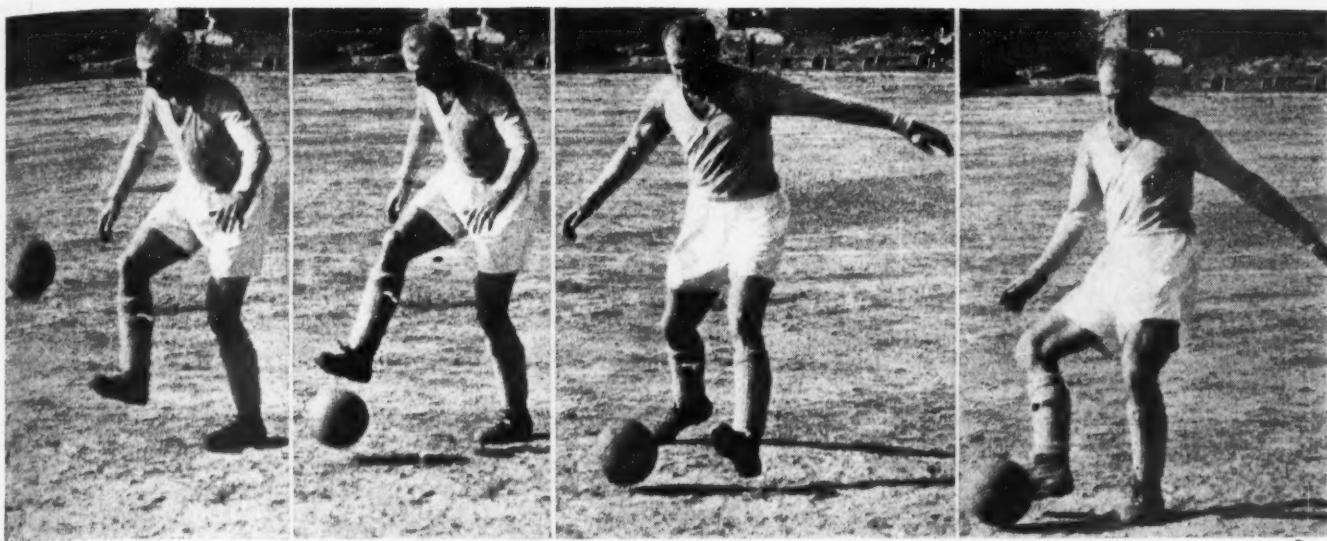
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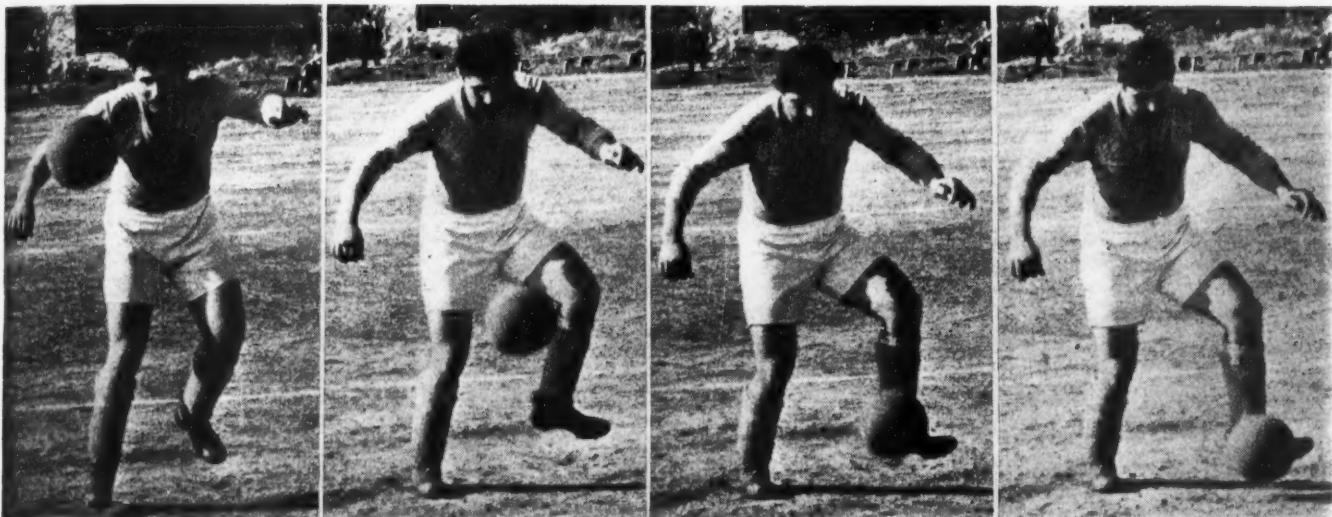
FOOT  
"catch  
leg gi

SIDE  
passed  
with th



**SOLE TRAP:** The most common and perhaps the most successful method of trapping the ball. The player gauges the ball's roll or bounce and, as it comes within reach, places

the bottom of his foot over it. This brings the ball to an immediate stop, giving him quick control and enabling him to make a play (pass, dribble or boot) with either foot.



**FOOT TRAP:** In this popular type of trap, the player "catches" the ball in the nook of the side of the foot. The leg gives slightly on impact, killing the ball's speed and

putting it under instant control in front of the player. He may now pass off or exercise any other option. Since perfect timing is necessary in trapping, much practice is required.

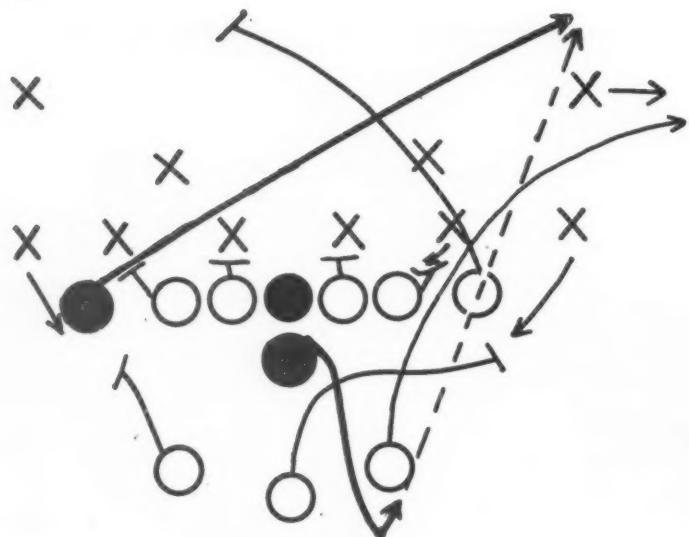
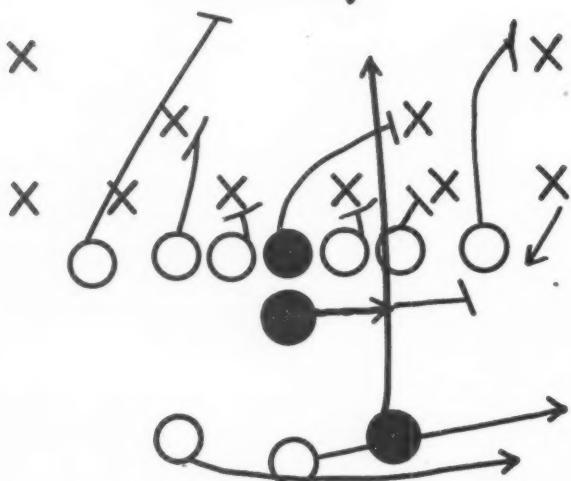
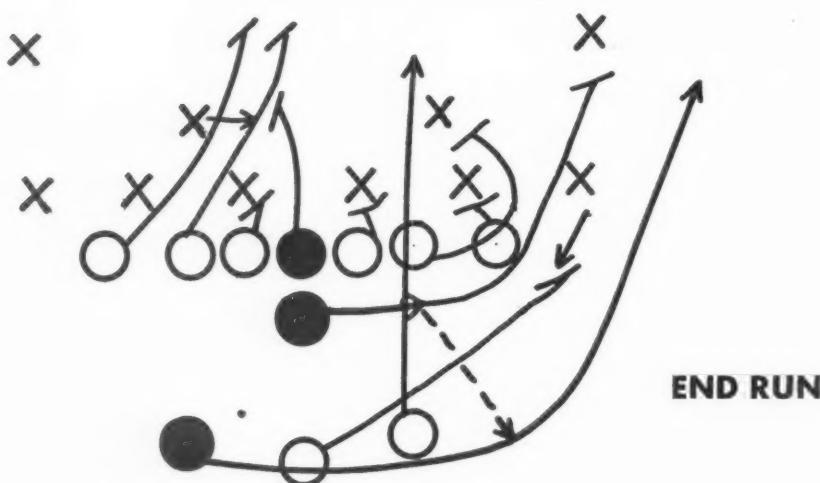
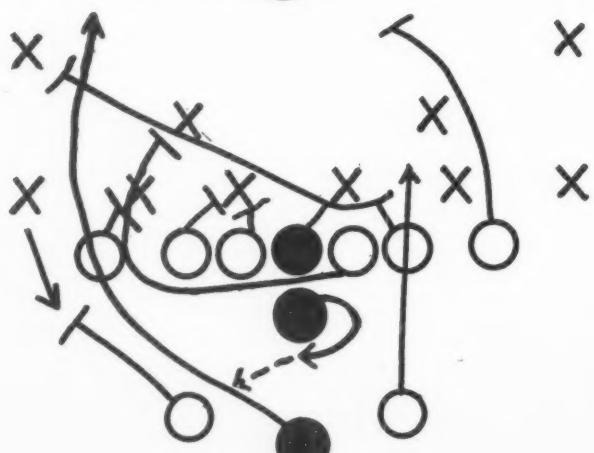


**SIDE PASS:** The Gonzaga coach prefers "the ball to be passed with the front of the foot whenever possible, and with the side only for short passes at a right angle." As

shown, the player times his approach so that he comes nearly over the ball, then meets it with the inside of his foot with an easy swing of the leg. Arms are out for balance.

**Ray Eliot's "T"**

(Continued from page 9)

**FORWARD  
PASS****QUICK  
OPENER****END RUN****OFF TACKLE**

such object lessons will bring the point home.

Keep the running pass in the same category as the running play. Never send the end down field on running pass plays. If you do, you will freeze the halfback.

Remember, the best man in the backfield may not make the most touchdowns or gain the most yardage. The opponents watch the best man. They know what he can do once he gets loose. So it may be a good idea to give the lesser known backs the ball more often. They may go places with it.

On the subject of faking, Eliot stated that a boy not only must be a good faker, but he must also be a good actor—good enough to convince the opponent covering him that somebody else has the ball, when he does have it, or, when he doesn't, that he does, thus drawing all attention to himself.

Here are some Eliot thoughts on making the most of the T:

1. The ends must do the same acting on passing as on blocking.
2. The passer would do well to over- rather than under-throw.
3. The pass definitely is part of the running game.
4. Do not use the quarterback sneak on one-yard or shorter plays. The defense expects you to do just that.

It was natural for the coaches to want to know about a defense against the T. "No one has discovered how consistently to stop it," Eliot declared. "Coaches throughout the country have been and still are talking about it. But the point is—they're still talking, and the T is still working—where properly employed."

Coaches have tried low-charging lines, high-charging lines, inside loops, outside loops, waiting, sliding, 5-man, 6-man, 7-man lines, "and goodness knows what else," and they haven't stopped it cold yet.

## Random harvest:

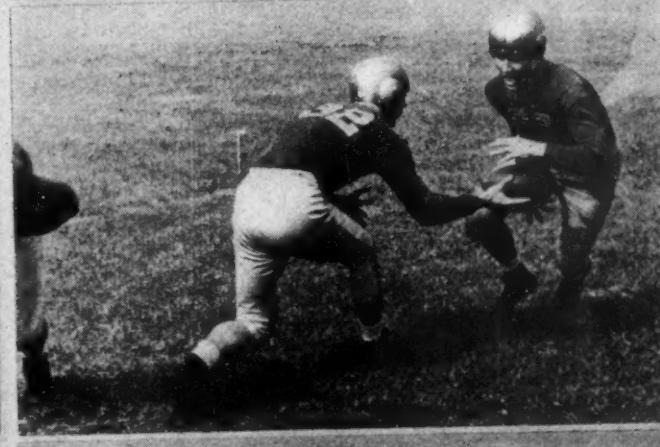
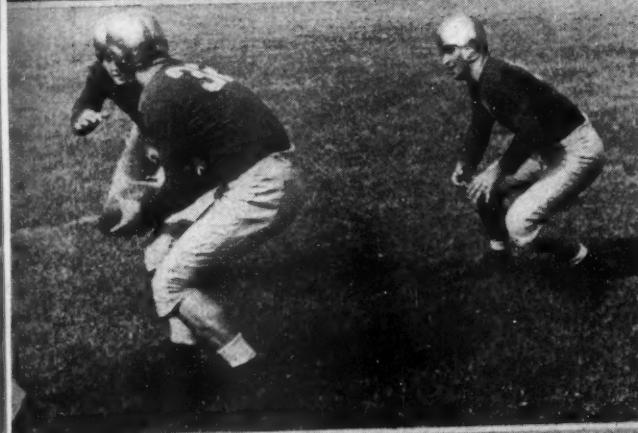
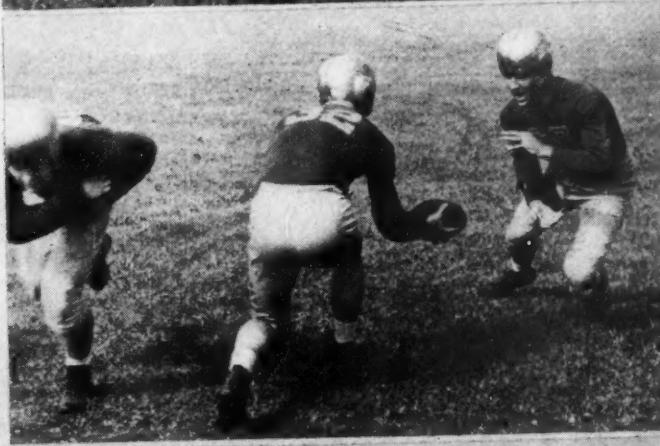
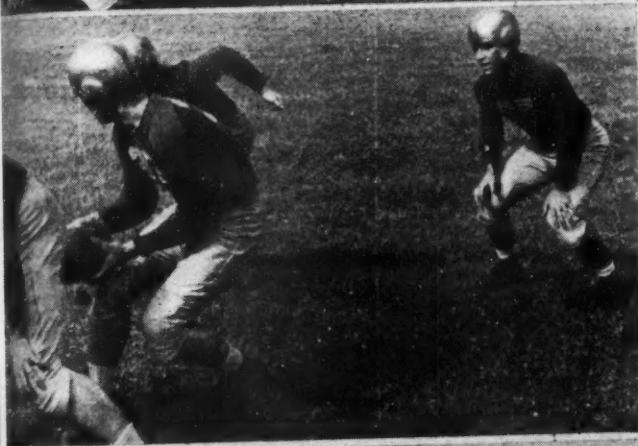
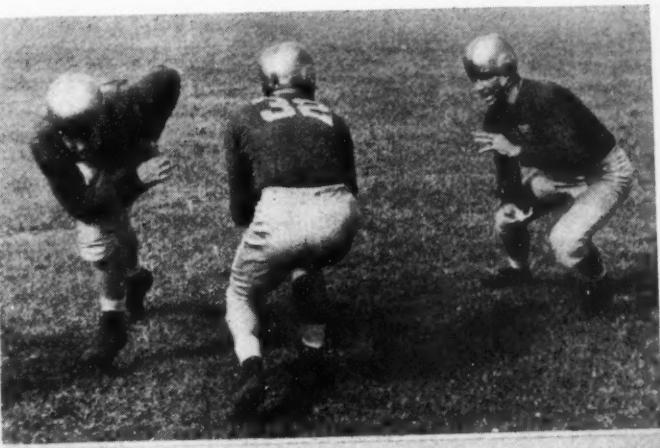
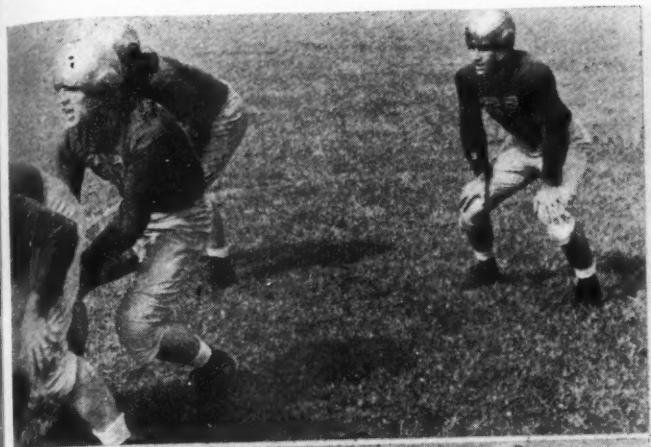
1. In passing, carry the ball high. Throw off the right foot. Make short passes fast. On long ones, sight the receiver, get the range, fake a look in some other direction, then let 'er go.

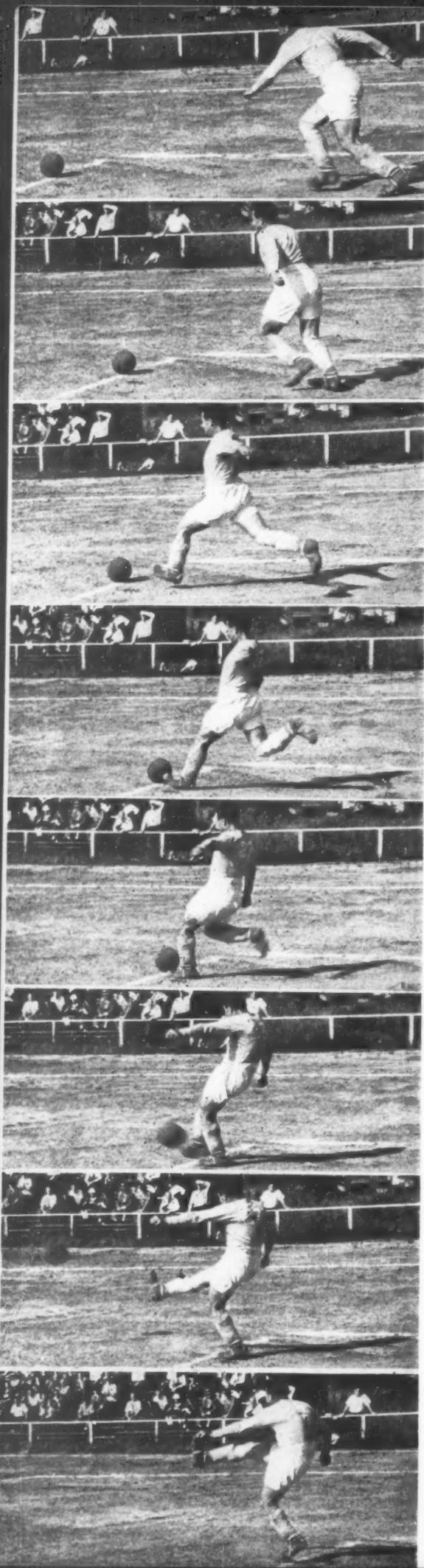
2. Don't use tackling dummies too much. Boys are playing against moving human beings; so give them some practice at it.

3. Be a good enough actor to decoy the defense until the ball-carrier is away.

# Counter Off Tackle

**Hocus pocus in the Notre Dame T-pot; the quarter quarter-pivots, fakes to the right half and feeds ball to the full, who has faked to right**





## Soccer Skills

(Continued from page 10)

toward the horizon, not at the sky."

Next on the agenda is passing. There are no rules requiring a ball to be passed in a certain manner such as low, high, fast or slow. The ball is passed in the manner demanded by the situation. We prefer the ball to be passed with the front of the foot whenever possible, and with the side of the foot only for short passes at a right angle.

We now come to heading a ball. The first thing to impress upon the players is not to meet the ball with the top of the head. The ball should be contacted at the hair line. And since it may be sent in any direction, one should learn to direct the ball with the side and back of the head, as well as with the front. Another thing: the boy should play the ball, not let it play him.

Last, but far from least, is the correct method of trapping a ball. This includes the chest, stomach and foot traps.

The relaxed chest trap is used to trap a ball above the waist. It is executed by "catching" the ball on the chest and relaxing at the time of contact, drawing the chest in.

The stomach trap is almost identical to the chest, except that the ball is caught in the stomach. This is a safer and surer method of controlling the ball because the stomach permits a more relaxed facility.

In the relaxed leg trap, the ball is caught in the soft part of the inside of the leg, which relaxes upon contact, allowing the ball to drop to the feet.

Although these methods of trapping a ball are basic, they are not used as often as the foot traps; consequently, they are not quite as important. The foot traps include: (1) catching the ball under the sole and (2) catching the ball in the nook of the front or side of the foot.

The former is more simple and is thus usually used by beginners. It amounts to nothing more than putting the sole of the foot on the ball as it hits the ground or, on rolls, as it reaches the player.

After thoroughly explaining these

•

**POWER KICK:** The fullback comes over the ball and meets it on the instep of his kicking foot with a powerful snap from the knee. He hits behind the ball, not under it, and follows through in a flat plane. Note how the balance foot is almost alongside the ball at the moment of contact.

fundamentals and having a few of the boys try each of them, line the men up across the field in two columns, one facing the other, about 50 yards apart. The players should spread the width of the field in zig-zag fashion.

Using from five to seven balls (rubber ones preferred), have the boys kick back and forth, keeping the balls constantly on the move. Continue for the remainder of the period, checking all faults in trapping, kicking and heading. This exercise offers a splendid opportunity to determine the potential ability of each player and to measure him for a playing position.

Do not play a game the first day.

Before starting the second day's instruction, get to know every player by name. Soccer isn't like football, where the players come together before every play and thus simplify communication. In soccer, the players are spread all over the field. The only way of instantly getting their attention is to call them by name.

**Second Day:** Form circles about 50 feet in diameter, with seven men to a circle. Using one ball per group and with the players remaining stationary, have them pass the ball back and forth and across on the ground for ten minutes. Correct all errors in kicking form.

Following this ten-minute drill, keeping the circles as they are, review the proper way to head and trap the ball. Then lob the ball up to be headed. Tell the boys to keep the ball within the circle. Try to have it headed two or three times before it hits the ground.

After five minutes of heading practice, trap for another five minutes. Go from circle to circle, correcting the boys.

Teams may now be organized. Take one eleven down to the practice goal and place three men between the posts as goalies. Spend ten to fifteen minutes goal kicking using five or six balls.

Meanwhile, assign the other eleven to playing positions. Having watched them kick, pass and head, you should have a fair idea of the positions for which they are best suited.

First, line up the whole team with each man standing in his assigned post. Then, starting with the goalie, explain to each the job attached to his position and how it ties in with the team as a whole.

Explain to the goalie that he is the only man who may handle the ball with his hands. Tell the fullbacks their job is strictly defensive in nature and when the ball comes

(Concluded on page 18)



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- OCT. 7—TULANE AT NOTRE DAME  
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago, WNOE, New Orleans
- OCT. 14—NORTHWESTERN AT MICHIGAN  
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago
- OCT. 21—WISCONSIN AT NOTRE DAME  
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago, also the entire Wisconsin Net Work
- OCT. 28—NOTRE DAME AT ILLINOIS  
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago, WDWS, Champaign
- NOV. 4—NOTRE DAME VS. NAVY AT BALTIMORE  
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago, WRR, Dallas, KSD, St. Louis, WDAF, Kansas City, KFJZ, Ft. Worth, WNOE, New Orleans
- NOV. 11—PITTSBURGH AT OHIO STATE  
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago, WHKC, Columbus, WCAE, Pittsburgh
- NOV. 18—NORTHWESTERN AT NOTRE DAME  
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago
- NOV. 25—MICHIGAN AT OHIO STATE  
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago
- DEC. 2—GREAT LAKES AT NOTRE DAME  
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago

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## Six-Day Course on Soccer Skills

(Continued from page 14)

into their territory to drive it up-field. Remind them not to fool with the ball in front of the goal.

The halfbacks are the workhorses because they play both offensively and defensively, always following the play and always tearing back to help the fulls defend the goal.

The forwards are strictly offensive-minded. They let the halfbacks pick up the balls kicked behind them. Make it plain that they never go back to get the ball from the opposing player—that this only causes congestion.

Command the outside wings to stay out near the sidelines. Explain that when the ball goes back of them, they always fall back just far enough to permit the ball to be kicked up to them again. Emphasize to everyone the absolute necessity of each man playing his own position.

For a fuller explanation of the way these positions should be played, refer to my first article, "Position Play in Soccer," in last month's *Scholastic Coach*.

After explaining position play, send the boys to the practice goal and go through the same routine with the other eleven.

You may now start a game. Only ten minutes of the period may remain. But this is sufficient to get the group started. Always try to get in these ten minutes of actual play. The competition drives home the instruction and makes the boys aware of the necessity of mastering the fundamentals.

**Third Day:** Start with two large circles, 75 feet in diameter, with one player in the center. The center and the outside men jog slowly in clockwise fashion, with the center passing the ball to the outside. The re-

ceiver dribbles 40 to 50 feet and returns the ball to the center. The pivot man then passes it out to another outside man.

Continue this drill for seven to ten minutes, changing to a counter-clockwise direction at the halfway mark. Demand that the ball be kicked directly to the center man and that the pass be made sideways with the front of the foot. The foot should be curled around the ball and the pass shot across the front of the inside foot. Emphasis should be made on a short snap kick, since it is impossible, while running, to kick a ball sideways with a long swinging kick.

Upon completion of the exercise, start a regular game. Have the men fall into their respective positions quickly. Briefly review their duties, then start the game. Avoid playing with the boys; confine yourself to refereeing and correcting faults as they occur.

When throw-in, corner kick, free-kick and goal-kick situations arise, have the players dispatch their assignments quickly. When a ball goes out of bounds, the half should throw it in without delay. A pause enables the defense to get set. This applies also to goal, corner and free kicks. Take them all as soon as the referee permits it.

Finish the third day with the game.

**Fourth Day:** Begin with more stationary circle drills—kicking, heading and trapping the ball, with an intense effort to keep the ball within the circle. The ball should be passed in the air or on the ground, with the feet or with the head. After ten minutes, have the boys "jog the circle" for six to ten minutes more—clockwise, then counter-clockwise.

Next, take the entire group of 22 to the practice goals. Place two or three between the posts as goalies and, using five or six balls, spend 15 minutes on goal kicks. The goalies should throw the balls out as fast as they receive them.

Again emphasize the necessity of keeping the toe down and kicking the ball with a snap, not a long pendulum swing.

It's a good idea to place some form of backstop behind the goal to prevent loss of time in retrieving balls. At Gonzaga, the stadium wall does nicely. After 15 or 20 minutes of goal kicking, conclude the day with a 15-minute game.

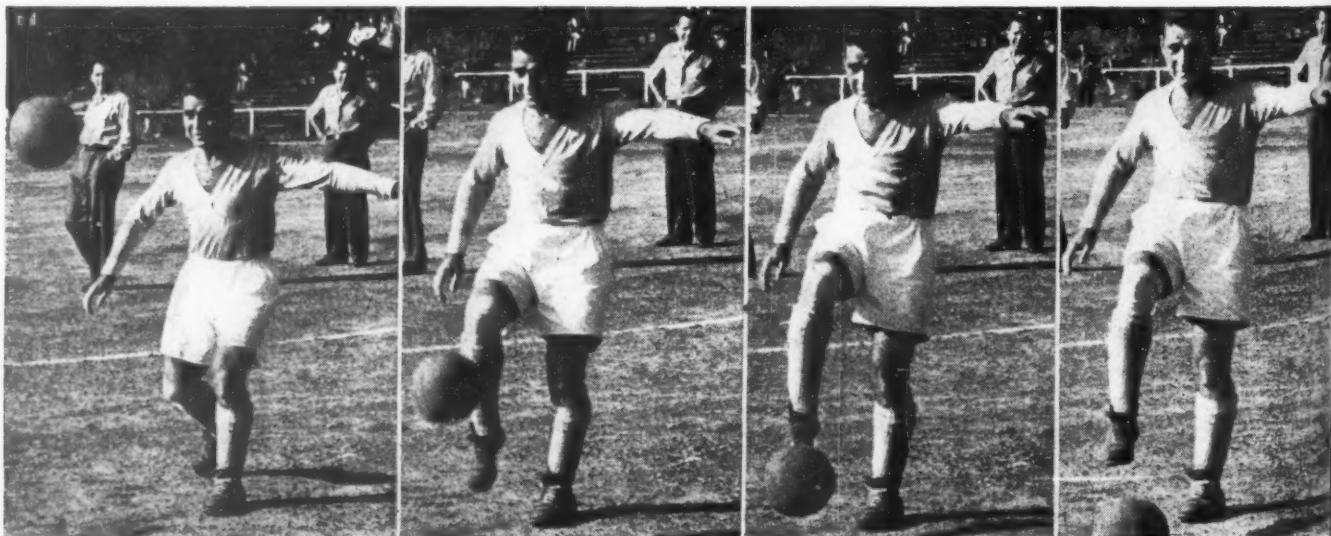
**Fifth Day:** Begin with a dribbling exercise. Line up ten men about six feet apart. Then, using four or five balls, have each of the other boys dribble in and out the line four or five times. As each player goes through and back, he should take his place at the end of the line. The player at the other end should fall out and join the dribbling assembly.

After this, immediately start a game. Continue to stress the fundamentals and to correct mistakes as they are made. The game completes the day's activity.

**Sixth Day:** By the sixth and final day, each member of the squad is acquainted with the four fundamentals. He knows how the ball should be kicked, trapped, headed and passed. He knows how his position should be played and how it ties in with the positions of the rest of the team.

This final day should be devoted to a full 40 to 60 minute game, as time permits.

**An object lesson in controlled kicking.** The player is demonstrating the proper method of contacting the ball for a straight-ahead instep kick. Note the snap from the knee, the depressed toe and the contact on the instep.





## Here's a QUIZ on T-Formation Strategy

Based on the NEW KEDS BULLETIN written by Coach Frank Leahy

How would you like to know the secret T-Formation secrets, from A to Z?

The T-Formation surprise maneuver—that made it Notre Dame's potent winner last fall—are described in detail in the newest Keds Sports Department Bulletin, written by Coach Frank Leahy.

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After studying the formation and play photos below, turn this page upside down and check your answers against the correct ones, for No. 1, and No. 2. Then write your own answer to No. 3 on coupon for free copy of bulletin.

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WRITTEN BY COACH FRANK LEAHY

A T-FORMATION QUIZ FOR  
STUDENT LEADERS IN  
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The Keds Sports Department Library adds another bulletin that will be coveted by every boy in America! Keds Bulletin, No. 8, "Football—The T-Formation", written by Coach Frank Leahy is just off the press and is available to you and to your student leaders for use in developing your Football Team this Fall. The T-Formation surprise maneuvers, that made Notre Dame so successful last season, are outlined in detail in the Bulletin with diagrams and action photographs. Copies are available by simply filling in and mailing the coupon below.



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# STANDARDS FOR HEALTH PRACTICES

By C. O. Jackson

This is the first of a series of articles on standards for health practices in interscholastic sports, by that nationally known authority, C. O. Jackson, associate professor of physical education at the University of Illinois. In his first installment, the author stresses the need for re-evaluation of our interscholastic programs from the standpoint of health, and presents the highlights of a recent survey showing the status of health practices.

**M**ANY investigations have been made into the cost of athletics, accidents and safety, organization and administration, and related fields. But very few have been concerned directly with the factors influencing health, or the practices which may affect the health of the participants in athletics.

Wilce<sup>1</sup> makes such an emphasis when he points out that the influence of high school athletics under modern conditions on the health of the high school athlete has never been adequately studied. One reason for this is that the "... natural strength, health, and energy of the athlete are commonly accepted as being above that of the average student . . ." and while this is generally the case "... boys with active as well as chronic 'heart trouble,' tuberculosis, nephritis, diabetes, or many lesser strictly medical conditions have and do successfully participate in intensively competitive sports . . ."

Wilce points out, further, that while "... the number of these cases is not great, compared to the number of boys and girls constructively competing in American sports . . . my twenty-year experience in medicine, and my forty-year experience in sport have convinced me that the number of cases mentioned above are greater than is commonly thought to be the case . . ."

There is, furthermore, lack of agreement among administrators, coaches, and physicians as to what constitutes good health practices in athletics. The careful observer at athletic contests and practices will at once be struck by the great variety and deviation in the practices exhibited.

The present national emergency with its emphasis on physical, emotional, and social fitness brings a new conception of the contribution athletics can and should make.

<sup>1</sup> J. W. Wilce, *Health of the High School Athlete*, *Athletic Journal*, 22:3 (November, 1941), pp. 22.

In his first article, the author presents the highlights of the Illinois study from which the standards were evolved



No health menaces here; the Granite City, Ill., High School quintet is served individual towels and drinking bottles on a wooden tray equipped with rollers.

Selective service figures indicate a fifty percent rejection rate among several million selectees, with about half of this group being placed in limited service and the balance sent back to civilian life. Approximately twenty-five percent of the eighteen-year-olds were also rejected. Furthermore, many of those who passed the rigid medical tests were in such poor physical condition that much time was lost in improving their fitness to the point where they could at least participate in limited service.

This does not indicate success or failure of the programs in health and physical education, or of interscholastic athletics. It shows, first, that many of the effects which resulted in rejection are correctible, and should have been eliminated in childhood; and, second, that our program of health examinations and the follow-up programs of correction have been non-existent for the most part.

There has been less than five percent correction of the defects discovered in childhood. It also shows that broad programs of health and physical education have not been carried on in the great majority of schools. The number of athletes re-

jected because of "athletic injuries" is large enough to make one wonder.

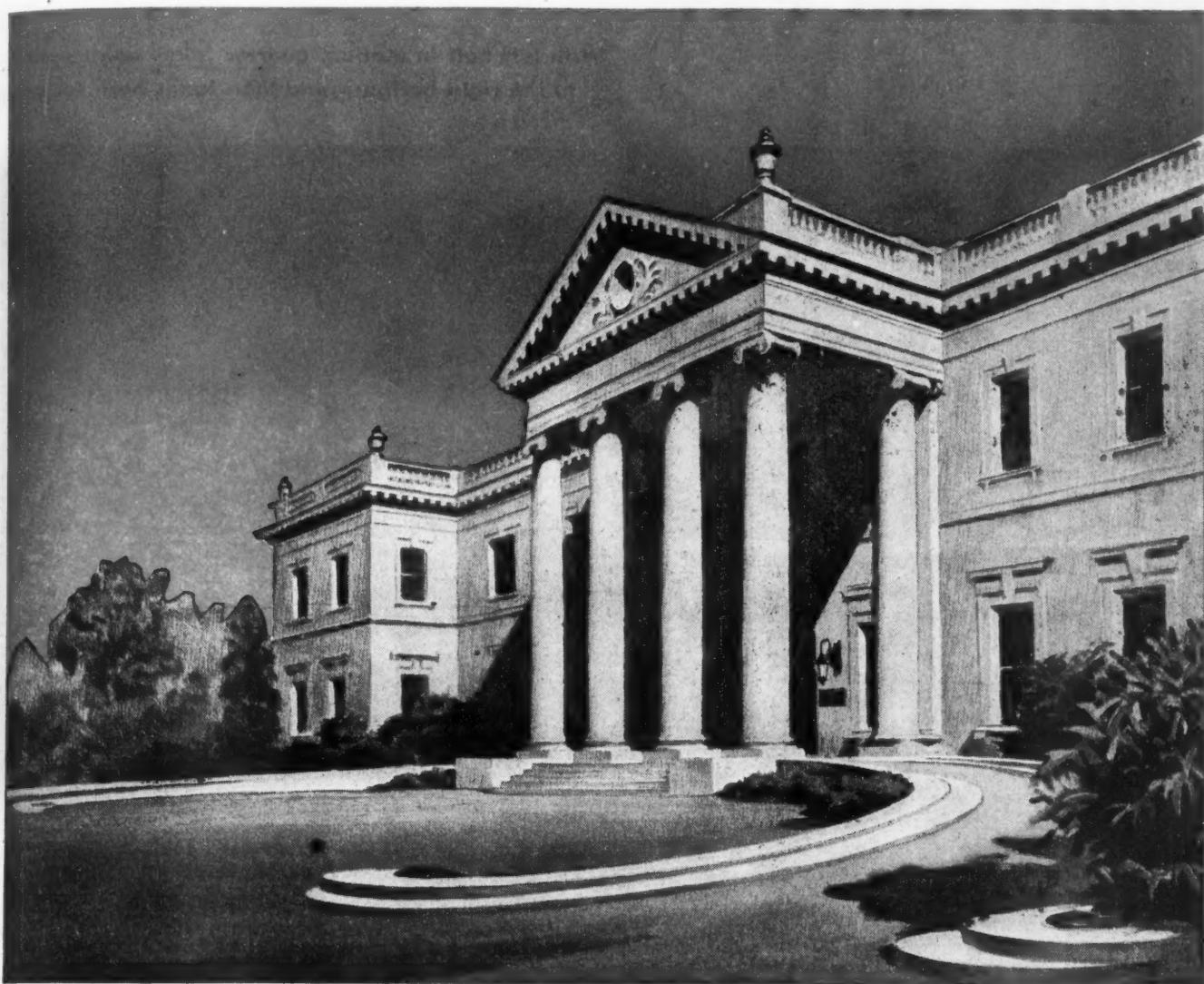
There still exists a wide difference between the theory of health, as taught in many schools, and the practice of health. This is substantiated by a number of leaders in the fields of medicine, health, physical education, administration, and athletics. Dr. Fishbein states "... High school athletics have not begun to be standardized to the extent that college athletics are now standardized. By far the majority of serious accidents in football and track occur there. One also finds a greater incidence of secondary infections, from bad health practices . . ."<sup>2</sup>

Dr. Beard says "... There is . . . considerable criticism of health practices associated with athletics, particularly in high schools, and the need for the adoption of measures which will meet the objections offered, and place athletics on a basis which will be much freer from objection from the standpoint of personal hygiene and sanitation. . . ."

Porter says "... While great  
(Continued on page 36)

<sup>2</sup> Dr. Morris Fishbein, American Medical Association, personal letter. (Sept. 5, 1940.)

<sup>3</sup> Dr. J. Howard Beard, University of Illinois Health Officer. (Sept. 16, 1940.)



## DEDICATED TO RESEARCH

DURING the first week of October, this doorway to the Whitemarsh Research Laboratories officially opened, and the new home of Penn Salt's Research and Development Department was formally dedicated.

Here will be continued the important work of Penn Salt's rapidly growing staff of chemists, engineers and other technologists. With greatly enlarged facilities, they will be well-equipped

to bear a substantial share of the increased responsibility imposed on industry by wartime's fast changing economy. Materials, not even dreamed of yesterday, already have become commonplace. And still more remarkable things are in store for the world of tomorrow.

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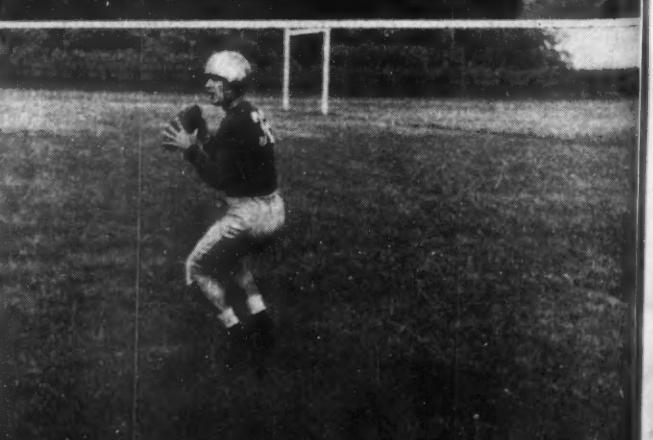
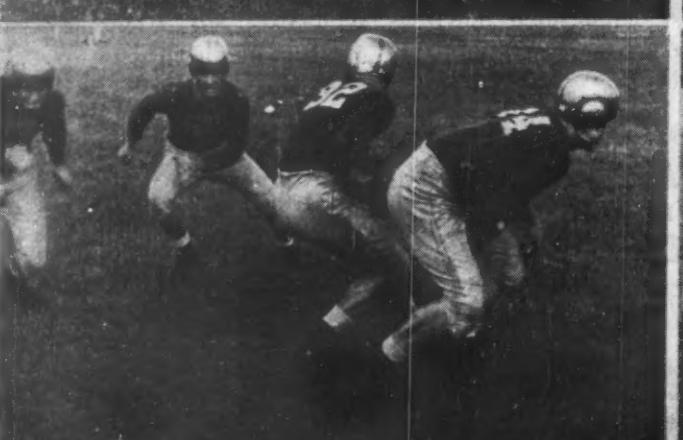
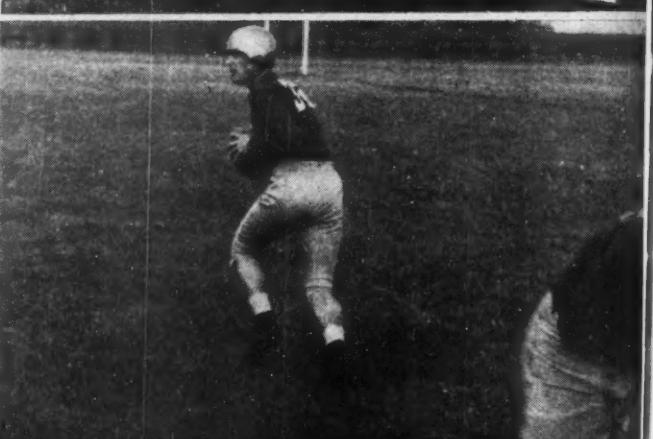
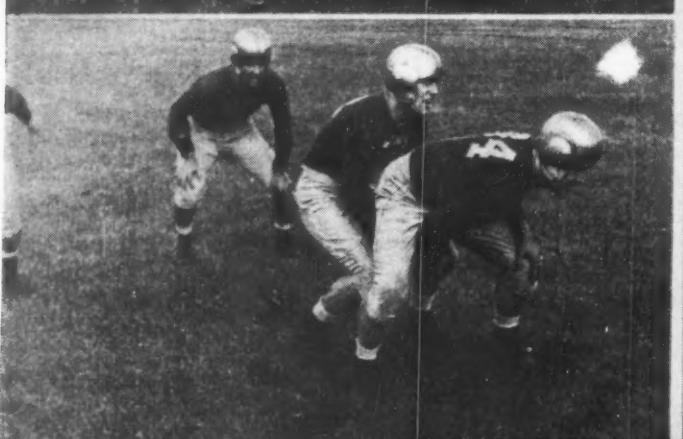
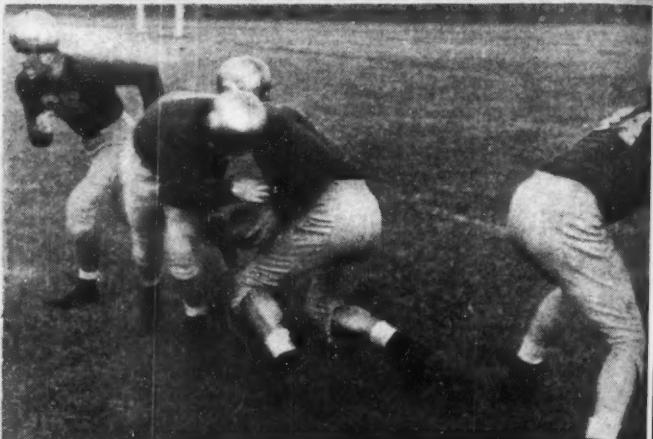
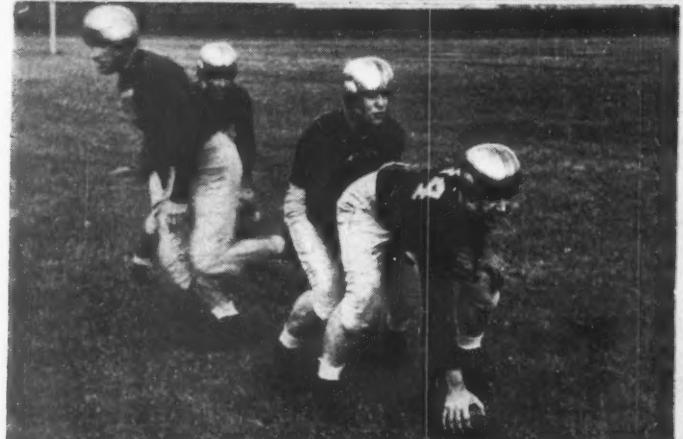
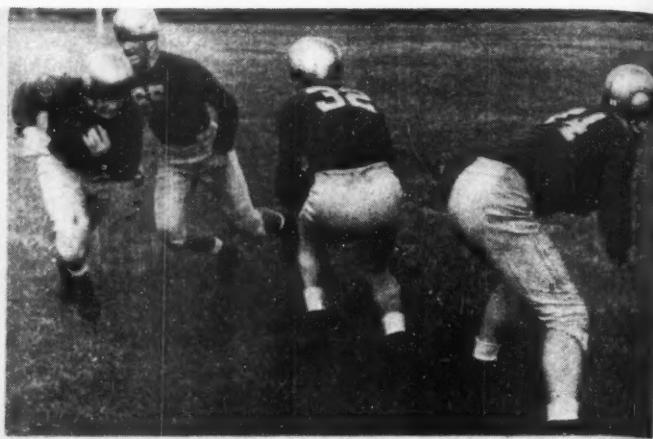
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# FORWARD PASS

With left half in motion, quarter fakes quick opener to the right halfback and then fades back for pass



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Peak daily can't conc insist code Alco enem which think Alcoh day

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The p you i letes from Coach

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OACH

pener  
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WHERE

*condition COUNTS MOST*  
*alcohol PAYS LEAST*

Peak performance in football, in the classroom and in daily living requires a high degree of fitness. A boy can't give his best if he isn't physically and mentally conditioned for it. That's why every coach worth his salt insists upon a few simple training rules. In all these codes, Rule No. 1 is: Don't drink alcohol in any form. Alcohol, in moderation or otherwise, is a dangerous enemy of the human system. In activities such as sports, which require fine muscle coordination and skill, clear thinking and good judgment, it is particularly deleterious. Alcohol has no place in either sports training or everyday living.

## HOW TO USE THIS POSTER

The poster that appears on the next two pages will help you impress this important training rule upon your athletes and other students. It carries an inspiring message from Robert L. Chambers, Football Trainer and Track Coach at Duke University.

The poster may easily be removed without in any way damaging your copy of the magazine. With a knife or letter opener, just fold back the staple in the center spread and lift out the poster. Then mount it on your bulletin board where its message may be read by every student.

For additional posters, write direct to this office or use the Master Coupon on page 47.

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# *alcohol*

## **Is *alcohol* a Stimulant?**

**NO.** It is a narcotic, and as such it suppresses or lessens the activity of living matter. By lessening the caution it gives a temporary sense of well-being but over a period of time it acts as a depressant to both mind and body.

## **Does *alcohol* Increase Endurance?**

**NO.** Alcohol saps energy and greatly increases fatigue. The reason for this is that alcohol slows down the removal of lactic acid (the acid formed by sugar in the body every time we exercise) and unless this acid is quickly removed the muscles soon tire.

## **Is *alcohol* Good For the Nerves?**

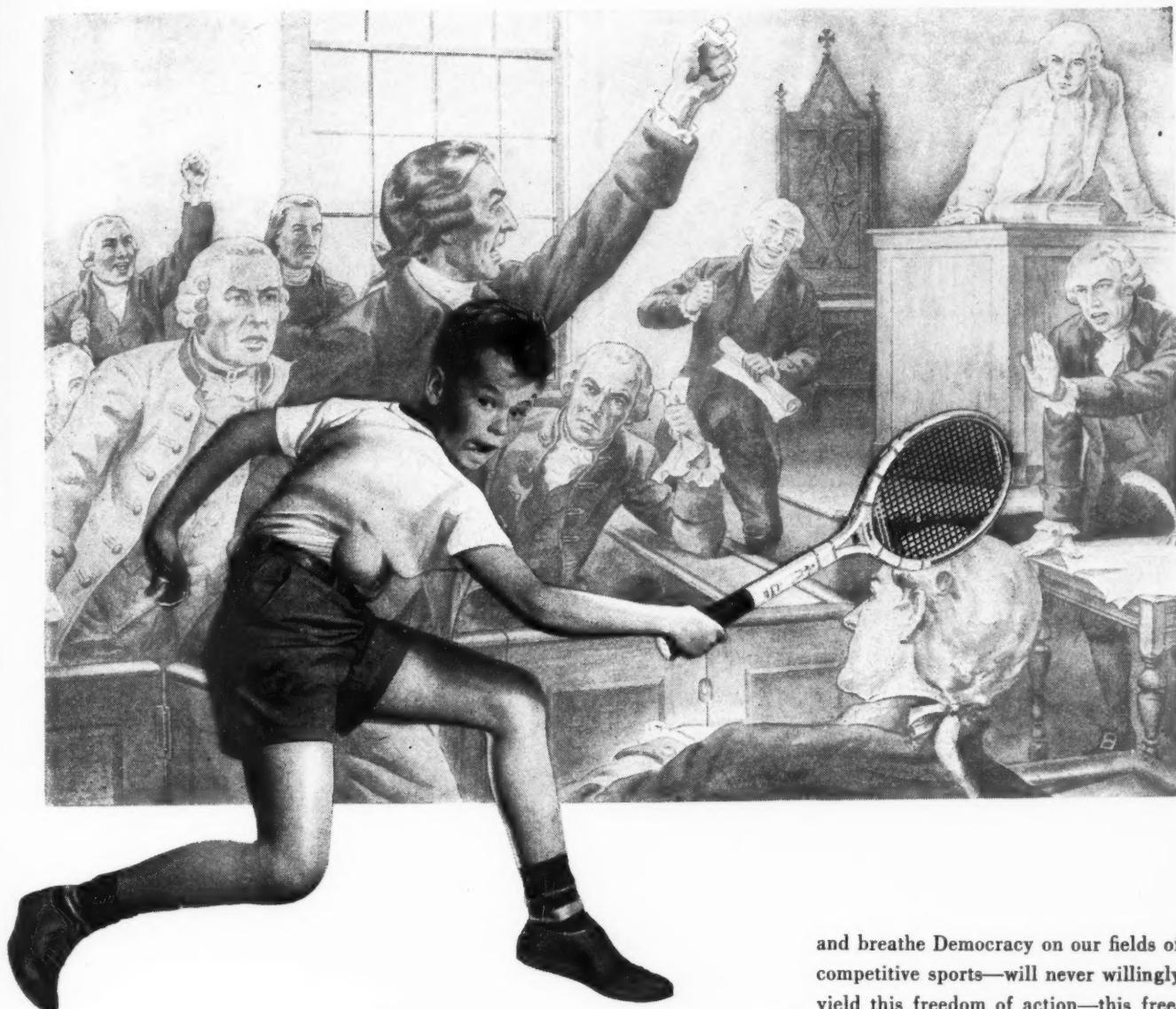
**NO.** Alcohol seriously upsets the nervous system. It acts as a solvent of the lipoids and as a dehydrant, absorbing some of the moisture in the body which is so essential to proper functioning of the nerves.

## **Does *alcohol* Improve Judgment?**

**NO.** One of the most serious effects of alcohol is on the cortex of the large brain, or cerebrum, which directs our thoughts and actions. It distorts the "messages" which are received from the sensory nerves and also reduces normal "inhibition" or caution.

## **Does *alcohol* Aid Coordination?**

**NO.** It interferes with both voluntary and reflex movements of the body, and completely upsets that "teamwork" between mind and muscle called coordination.



## Patrick Henry, '44



He doesn't wear satin knee britches and pumps with big, shiny silver buckles. There's no powdered periwig on

his head as was common in colonial days.

Patrick Henry of 1944, and there are millions of him today, is out there on the field of sports. His periwig is likely to be a football helmet, a baseball cap or a thick thatch of unruly hair. And his love of liberty may be expressed in sharp drives, in backhands or in base hits.

Perhaps you haven't thought of it this way, but in our American competitive

sports you have the finest exhibition of Democracy in Action since the days of the immortal patriot, Patrick Henry.

As these free-born youth of America meet in our vigorous combative sports they develop the initiative, courage and self-confidence of free men. They experience the privilege of unshackled ambition — of going as far as their strength, speed and skill can take them — without fear or favor. They learn the true meaning of independence, with due regard for the rights of others.

This is Democracy at work—the true American way—enjoyed in the U. S. A. as in no other land in the world today. And you may be mighty certain of this: these American youth of ours—who live

and breathe Democracy on our fields of competitive sports—will never willingly yield this freedom of action—this freedom to fight for any goal to which they aspire.

As mature men—our future leaders in business, industry, science and government, they will form a mighty barrier, millions strong, against which any form of radicalism—any form of regimentation which seeks to undermine the American Way of Democracy — will beat in vain.

Wilson Sporting Goods Co. and Wilson Athletic Goods Mfg. Co., Inc., Chicago, New York and other leading cities

# Wilson

SPORTS EQUIPMENT



IT'S WILSON TODAY  
IN SPORTS EQUIPMENT



U. S. Army Signal Corps

## \$50,000,000 FOR G.I. SPORTS

by Grier Lowry

THOUSANDS of dollars worth of footballs, basketballs, golf equipment, uniforms, badminton sets, handicraft kits, fishing line, tennis balls, phonographs, wood-carving sets, and several dozen other items of sporting and recreational equipment is distributed each week to servicemen overseas and in camps here at home.

Guns, tanks, planes, ships, clothing, food—are some of the implements of war, but equally important in defeating the enemy is keeping the men well-conditioned, mentally and physically. Plenty of recreation has been the army's main answer to this problem!

Beating Old Man Monotony on a tiny island in the South Pacific may appear simple. But it isn't especially when you realize that sometimes the men haven't fired a gun for months. Letters help, certainly, but letters are soon read and digested, and there may not be another mail call for some time. So the question among the men is what to do until then. It is often a game that is suggested to fill in the leisure hours. And a fast-and-furious game of baseball can still make almost any G.I. Joe forget, temporarily at least, that he's thousands of miles from home.

The army has recognized the importance of sports, recreational and entertainment equipment to the tune of fifty-five million dollars, the amount already spent on these features. Twenty-five million dollars

went for equipment in military installations in the United States, and thirty million dollars worth has been shipped overseas.

All of this sporting equipment is of the finest quality Uncle Sam (or anyone else) can buy and is purchased at rock bottom prices, on a competitive bid basis among the leading manufacturers of such goods.

Charged with the job of buying this equipment and supervising the distribution is a group of army officers who sometimes negotiate orders of such tremendous quantities that leading factories are booked solid for months filling just one order.

### Administrative setup

Lt. Col. H. W. Clark, former Harvard football star, is in charge of the Athletic and Recreation branch of the Special Services Division of the army. Helping him is Major R. Earl Jones, a well-known official who was manager of the A. G. Spalding & Bros. Kansas City branch before the war.

Requests for athletic equipment stream into Colonel Clark's office from all corners of the globe. He and his associates weigh the various petitions and if, after due consideration, the decision is "yes," a request for purchase of the supplies is issued to the office of the Quartermaster General in Washington. This office places the approved request in the hands of officials at the

Kansas City Quartermaster Depot. Here it is that the wheels are set in motion for the actual purchase.

Commanding Officer of the Kansas City Quartermaster Depot is Col. Clarence J. Blake, who supervises the many activities of the Depot, including the buying of athletic supplies. Major Roy F. Busdiecker directs the procurement at the Depot, and Captain Jack Baney is chief of the Athletic and Recreational Equipment Purchases Branch. Captain Baney is assisted by Walter O. Engel, civilian supervisor of this branch.

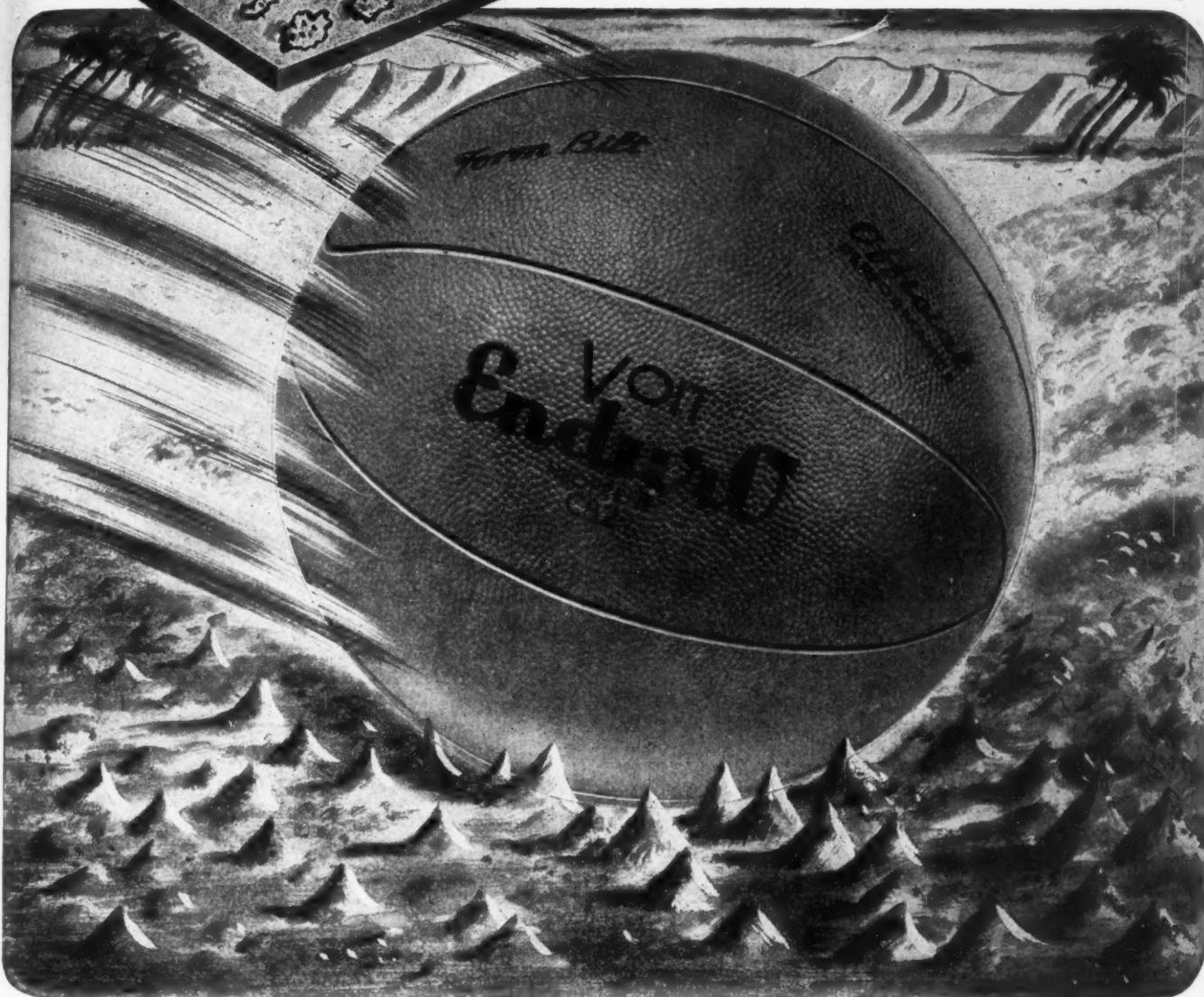
"The best for the least for the boys" could be the slogan of this division. Captain Baney and his staff toil diligently at the job of securing athletic and recreational items that are the acme in quality, but at the same time they keep a wary eye on the funds set up for this purpose.

Let's follow an order through. First, the men submit samples of what is desired to the manufacturers, including detailed specifications which leave nothing to the imagination. Then, there are endless details concerned with placing the order, bids to be taken, documents to be filled out, samples to be received and placed in the Depot Sample Room, where the various sporting goods are studied by the officers.

The Sample Room contains every recreational item ever made excepting tiddly winks, according to one

(Concluded on page 30)

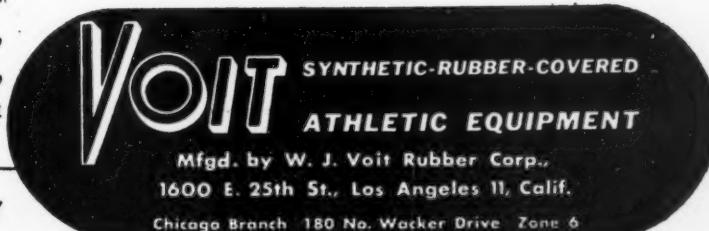
Sand, cinders, decomposed granite, gravel, cement, asphalt — and now, coral — are a few of the sharp surfaces that kill athletic ball covers... that's where Voit Balls are in demand!



## WHERE THE SERVICE IS MOST RUGGED ...THERE YOU'LL FIND VOIT!

On every fighting front, and especially on the Central Pacific atolls where the coral is so jagged it tears tough tank treads to shreds, Voit is the ball most in demand by our fighting men. On these rugged surfaces which quickly chew up athletic ball covers, Voit Synthetic-Rubber-Covered Basketballs, Footballs, Soccer Balls, Volley Balls, Soft

Balls, and Water Polo Balls outwear all other balls. That's why most of Voit's output is going overseas, why only a limited supply is available for essential civilian use.



BUY WAR BONDS REGULARLY



**A NEW  
ANKLE-WRAP  
ECONOMICAL  
STRONG  
EASY TO APPLY  
ABOVE ALL—  
EFFICIENT!**

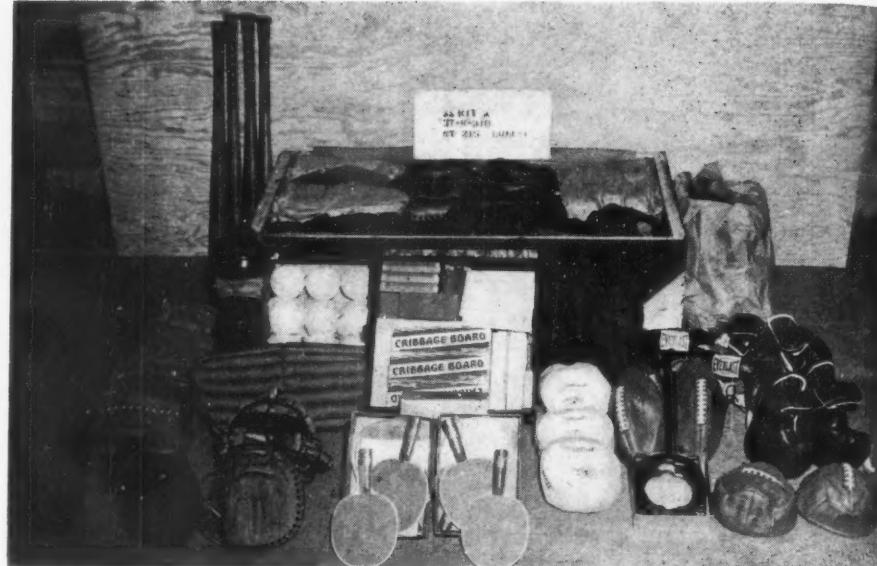
**Materials Needed:** One-half length 3" Ace (No. 8) Tension Bandage for figure-of-8 wraps about ankle and foot. Four pieces of 1½" adhesive tape.

**Procedure:** After ankle is wrapped snugly with the Ace Bandage, apply two pieces of 1½" tape, superimposed. Start on ridge of arch, passing beneath the foot on the inside, pull up tightly on the outside and carry over in front of outer ankle bone to a point approximately 4" above inner ankle bone. The other two adhesive strips, superimposed, are also started from ridge of arch and applied in exactly the opposite manner. This will give strong support without the cast-like rigidity which frequently transfers shock from ankle to knee, sometimes causing severe injuries that put players on the sidelines for a long period.

**ACE BANDAGES**

*Sold Through Sporting Goods  
Dealers and Drug Stores*

**TECTON, DICKINSON & CO.**  
RUTHERFORD, N. J.



The Army possesses three types of sports kits—A, B and F—which are shipped to servicemen requesting recreational supplies. Shown above is Kit A, which contains small games as well as sporting equipment. All the equipment is of the best quality and is purchased through the Kansas City Quartermaster Depot.

**\$50,000,000 for Army Sports**

*(Continued from page 28)*

official. The army has even furnished many portable bowling alleys to camps. There are four types of fishing equipment displayed in this room so that service groups all over the hemisphere may have equipment suitable for the kind of fishing done in their area, whether it's fly casting, water casting or salt water trolling. Every piece of sporting goods is exactingly inspected and compared in the Sample Room.

**Softball is top sport**

From February, 1942, until April, 1944, over twenty million dollars worth of athletic and recreational supplies was purchased through the Kansas City Quartermaster Depot. A breakdown of this figure indicates that softball is the most popular sport among servicemen. Over the aforementioned period, the army disbursed a little over \$1,000,000 for softballs alone. Over \$700,000 was spent on basketballs, \$600,000 for footballs, and approximately \$65,000 went for horseshoe equipment, proving this old favorite still has a lot of supporters.

G.I. Joe likes his G.I. jive, and the army cooperated by expending \$658,296 for electric and hand-operated phonographs. Not overlooking the fact that the boys had to have something to play on the machines, the army parted with \$60,000 for records.

Every penny with which the army parted was spent only after

considerable research and reflection on each order. Quartermaster specifications, which had to be met by manufacturers, were painstakingly explicit. For instance, a small portion of the specifications on basketballs reads:

"The leather for the cover and welts shall be vegetable tanned or chrome-vegetable retanned cowhide, kid or calf. The thickness of the leather used in the fabrication of the cover shall be not less than three-sixty-fourths inch. The finished articles shall be clean, well made and free from any defects which may affect appearance or service-ability."

And sample specifications on softball baseball caps:

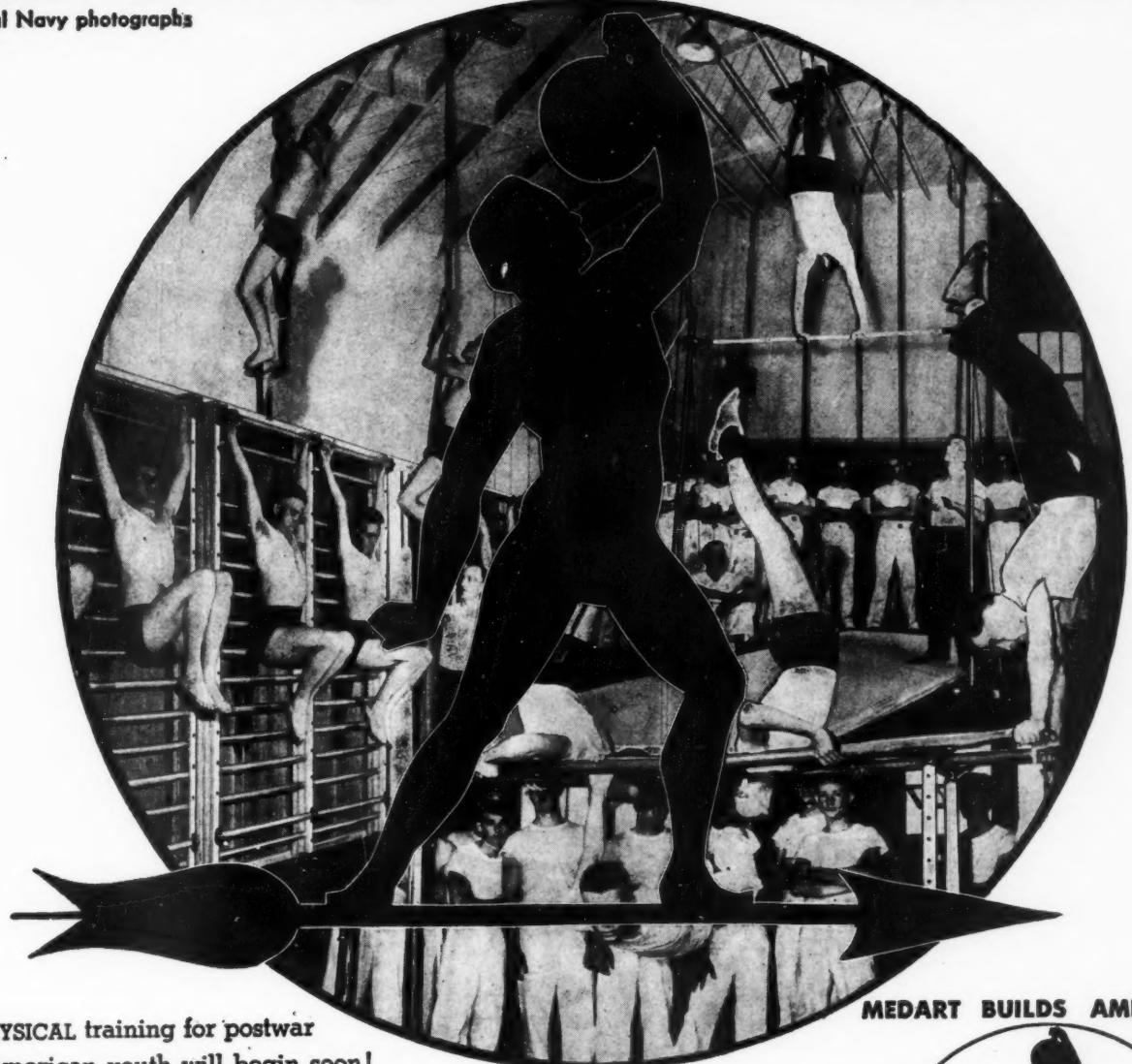
"Medium weight, flannel caps, Philadelphia style, deep crown, taped seams, leather sweat bands, six piece long visor, green underneath."

The end of army purchasing of athletic and recreational supplies is not in sight. After the war is over, many in the Armed Forces will be stationed in strange lands. The athletic program will continue to play a significant role in keeping these men as contented as possible. Long after the last shot is fired, the familiar "Batter up!" will echo across makeshift diamonds in all sections of the world. And here at home, the Colonel Clarks, Major Busdieckers and Captain Baneys will be supervising the manifold duties that enable first-rate athletic equipment to flow out to the boys.

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WITH PHYSICAL FITNESS EQUIPMENT BY MEDART

Official Navy photographs



## PHYSICAL training for postwar American youth will begin soon!

Action should begin now...with Medart, the approved and tested physical fitness apparatus in thousands of schools and colleges throughout the country. The War Production Board now authorizes the purchase of the following types of equipment for Victory Corps and Physical Fitness Programs:

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- \* Horizontal Bars
- \* Stall Bars
- \* Flying and Traveling Rings
- \* Horizontal Ladders
- \* Basketball Goals
- \* Volley Ball Standards
- \* Vaulting Boxes
- \* Indian Clubs and Dumbbells (wood)

- \* Springboards
- \* Beat Boards
- \* Mats and Covers
- \* Stall Bar Benches
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### TRAINING SUGGESTIONS FOR INSTRUCTORS

Free booklet on "Physical Training," practical suggestions for the instructor by Charles E. Miller, B. Sc., A. M. Gym. Coach University of Nebraska. 72-page book explaining correct uses of gym equipment.

# QUIZ YOUR BASKETBALL VARSITY!

By Gordon Lebowitz

Gordon Lebowitz coaches varsity basketball and heads the health education department at Eastern District High School, Brooklyn, N. Y.

FOR the past several years I have been using a short multiple choice quiz to motivate my physical education classes and varsity towards a study of the rules, strategy and history of basketball. The response and interest has been so gratifying I'm sure other coaches can adopt it with benefit.

The average score for my varsity team is 76% and for non-varsity boys, 68%. No one has yet been able to achieve a perfect score.

Some of the test items may be open to argument, especially where strategy is involved. However, the answers, as given at the end, represent the best thought of several of our foremost coaches and strategists.

## QUESTIONS

1. In shooting a foul, the shooter slams the ball against the backboard without hitting the rim, recovers the ball and shoots a goal:

- a. This is good strategy when the game is close.
- b. It is a violation and the basket does not count. The ball is awarded to the opposite team.
- c. The goal doesn't count, but the shooter is given a second try.
- d. The goal counts, but a good defensive player will prevent such a maneuver.

2. After the ball has been brought into the forecourt past the ten-second line, a wild pass results in the ball rolling into the backcourt; the offensive team is the last to touch the ball. A smart offensive player should:

- a. Allow the ball to roll out of bounds.
- b. Wait for the referee to blow his whistle before touching it.
- c. Allow a defensive player to touch the ball, and then attempt to recover it.
- d. Recover the ball immediately.

3. During the course of a game, Team "A" with a squad of six players has two men disqualified from the game leaving four players:

- a. The team declares a forfeit.

A short multiple choice exam that will motivate your team towards a study of rules and strategy

- b. The team continues the game with four players.
- c. One of the disqualified players is allowed to continue in the game.
- d. The game is declared over with the score at the time of disqualification.
- 4. A free ball, while rolling toward the sidelines, strikes the referee just inside the court and stops dead:
  - a. The ball is awarded to the team opposite the player who last touched the ball.
  - b. A jump ball between the two centers at the spot where the ball touched the referee.
  - c. It is still a free ball and may be recovered by any player.
  - d. The team that touched it last maintains possession.
- 5. A defensive player waves his hands in front of the eyes of a bucket man. The referee should:
  - a. Call a technical foul for unsportsmanlike conduct.
  - b. Disregard the action since it is good strategy.
  - c. Warn the defensive player to stay three feet away.
  - d. Watch for a violation of the three-second rule.
- 6. In breaking up a zone defense it is good strategy to:
  - a. Overload the zone.
  - b. Dribble through the middle.
  - c. Throw cross-court passes to a free man.
  - d. Throw passes down the middle to the "floater."
- 7. The origin of the "bucket play" is generally attributed to:
  - a. Nat Holman
  - b. Phog Allen
  - c. Dutch Dehnert
  - d. Hank Luisetti
- 8. A team has called five time outs. The captain asks the referee for a sixth one. In order to avoid a penalty the coach may:
  - a. Inform the referee to disregard the request.
  - b. Send in a substitute within thirty seconds.
  - c. Ask the referee's permission to talk to the players.
  - d. Send in a substitute, but the penalty may not be waived.
- 9. One of the many values of the zone defense is:

- a. The defensive players do less running.
- b. Your team does not need too much height.
- c. It immediately transforms the defense into an offensive weapon.
- d. It prevents the offensive team from taking too many set shots.

10. The oldest and most effective play in basketball is:

- a. The "give and go."
- b. The bucket play.
- c. The legalized screen.
- d. The pivot play.

11. A good defensive player must have the ability to see out of the corners of his eyes in order to avoid being screened out of a play. Scientists call this ability:

- a. Neuromuscular coordination.
- b. Ammetropia.
- c. Hyperopia.
- d. Peripheral vision.

12. When a dribbler and a defense man collide, the fault generally rests with:

- a. The defense man, because the blame is always on the man without the ball.
- b. The dribbler, because he must clearly make an effort to go around the defensive player.
- c. Neither man, because collisions of this kind are unavoidable.

13. The score is tied with forty-five seconds to go. Your team has possession of the ball. The best strategy would be to:

- a. Freeze the ball and set up one shot with about five seconds to go.
- b. Use a fast break and throw up a shot hoping you will score on a follow-up.
- c. Freeze the ball until the time runs out and play for an overtime period.
- d. Move the ball quickly and try to cut in for a fast basket.

14. You are the only man back on defense. Two men are breaking fast down the court with the ball. You should:

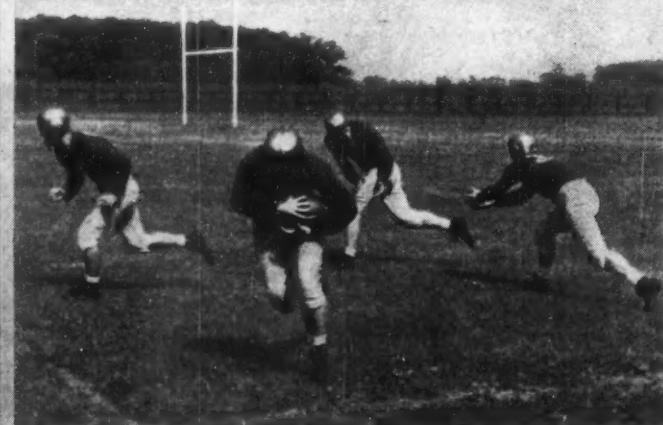
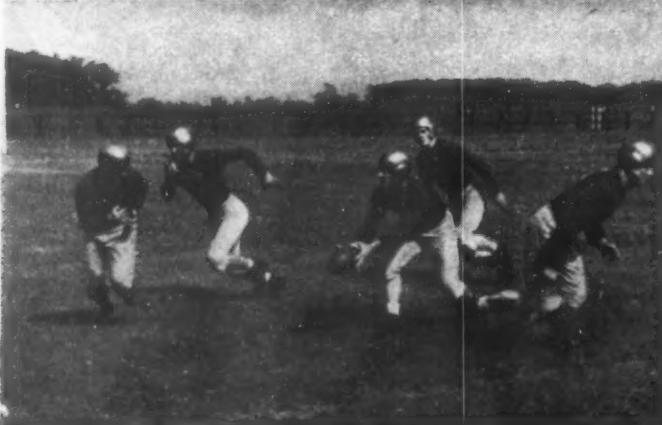
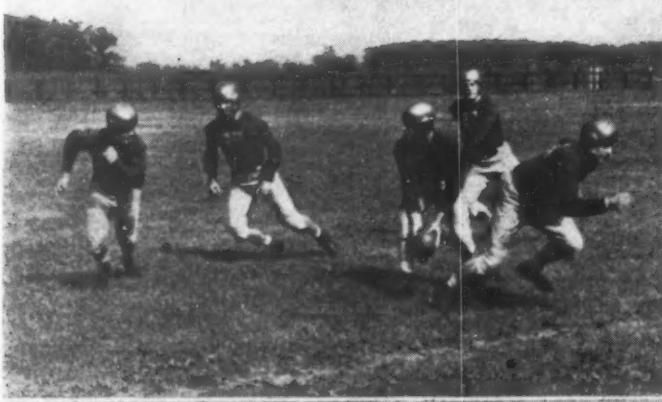
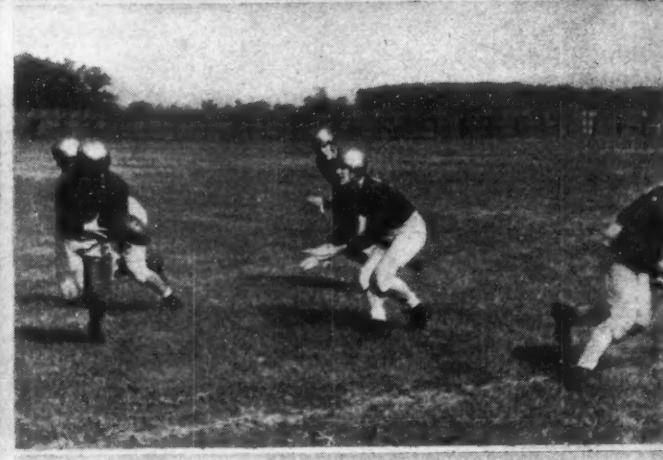
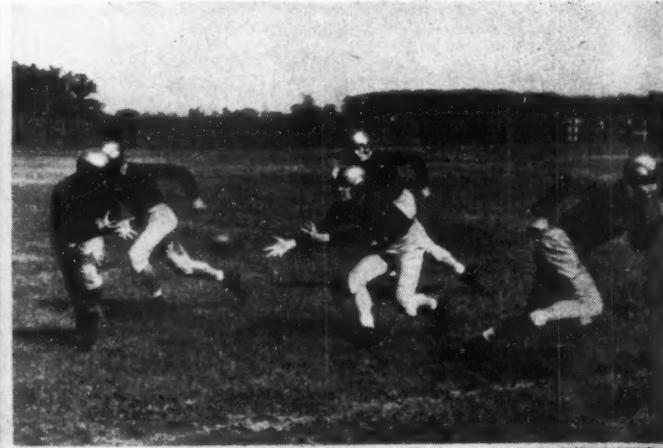
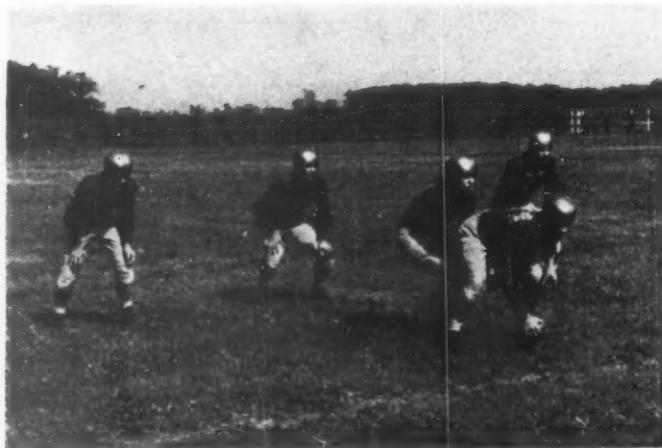
- a. Try to intercept the ball.
- b. Run towards the man with the ball.
- c. Station yourself underneath the basket.

(Continued on page 42)

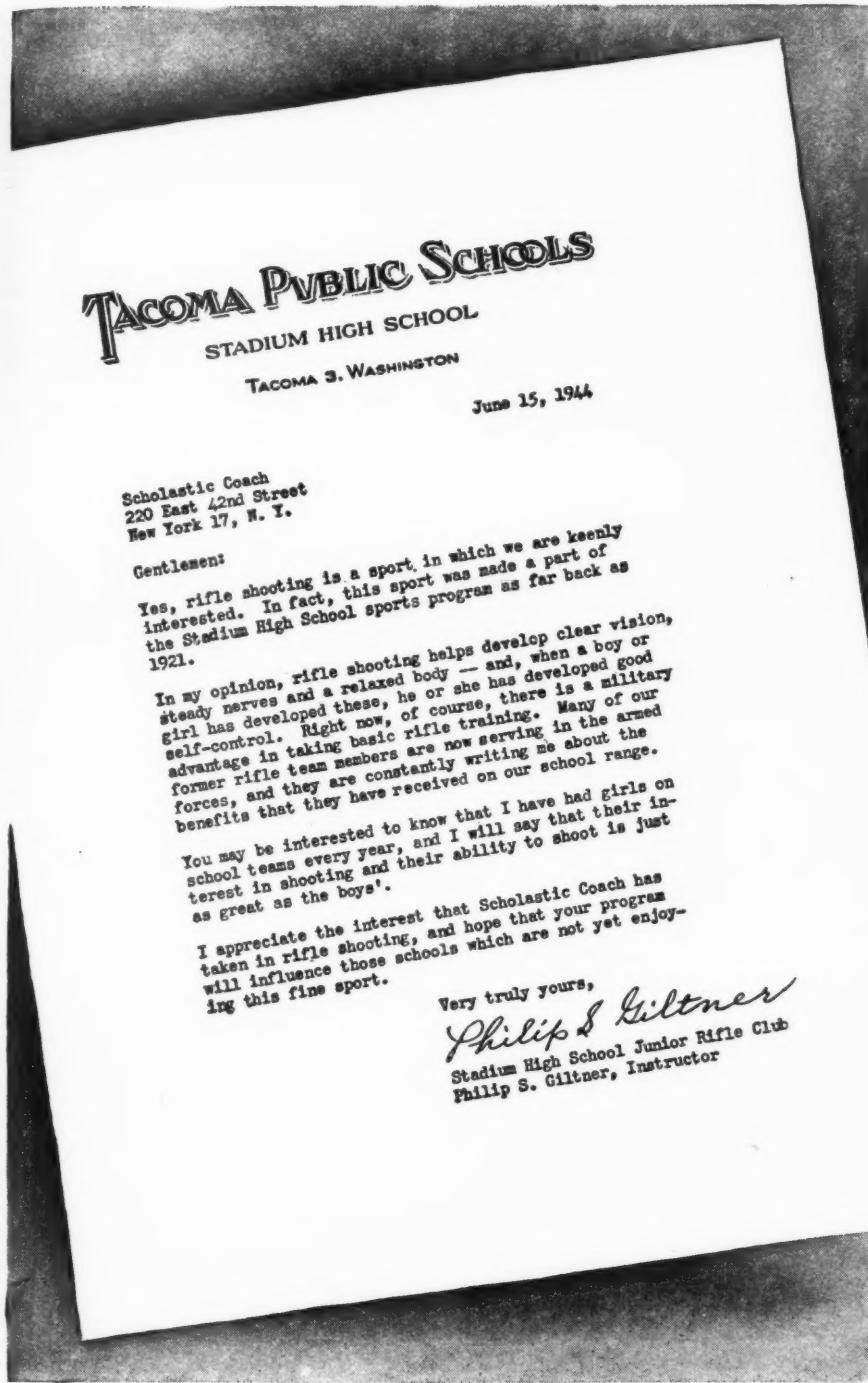


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writes **P. S. GILTNER**,  
of Stadium High School,  
Tacoma, Washington



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progress has been made in recent years in connection with health among athletes, there is still a great deal to be done in the way of making directors and coaches health conscious. . . .<sup>4</sup>

In an attempt to study the situation, the author—with the help of many coaches, administrators and doctors, determined the elements in athletics concerned with the health of the participants. This information was used to develop standards or goals for all those concerned with interscholastic athletics. A check list was finally developed from these standards, and used in a survey of the schools in Illinois.

Only schools with an enrollment of 75 or over, and which graduated pupils were surveyed. Information was secured from 428 schools, or 63.6 percent of those contacted.

The first important health element in athletics is embodied in the training, experience, and attitude of the coach. He is responsible for evaluating the day-by-day status of the participants; he administers first aid and cares for minor injuries; he inspects the athletic equipment for correct fit and use; and, where systematic provision for teaching certain health facts to athletes is made, in addition to the required course in health, three-fourths of the schools list the coach as the instructor. In schools where individual diets are recommended for athletes, 212 (75 percent) report this is done by the coach.

Furthermore, the coach plans every scrimmage, arranges schedules in all sports, and has a closer, more intimate contact with the athletes than any other person. It is apparent that he is one of the most important individuals in the school system, especially with regard to his influence on the participants, directly, and all other pupils, indirectly.

Ability, condition, experience, size, strength, age, grade in school, and attitude, are the main criteria used in selecting members of varsity teams. Practice periods before the first scrimmage vary from none to 30 in basketball, and two to 28 in football, with eight or nine the average in both sports and 14 the average before scheduled contests in each one. Football practices average two hours and three minutes, including showers and dressing, and

<sup>4</sup> H. V. Porter, Executive Secretary, National Federation of High School Athletic Associations. Personal letter. (Sept. 11, 1940.)

## Health Practices

(Continued from page 20)

basketball practices average one hour and forty-one minutes.

The number of games scheduled for each sport is another element which affects health. Two hundred and thirteen schools (70 percent of those answering this question) indicated fewer games in basketball during 1942-43, but 40 stated "more." The balance were as follows:

	Less	More
Track and Field	101 schools	16 schools
Baseball	75 schools	13 schools
Football	66 schools	17 schools
Wrestling	18 schools	3 schools

Ninety-one schools failed to answer this question; 20 indicated they were not certain as to spring schedules when they returned the inquiry blank late in February of 1943. The average number of games or meets scheduled in varsity sports were as follows: Basketball, 19; Baseball, 8; Football, 7; and Track and Field, 6.

The school or team physician gives the health examination in 60 percent of the schools responding, while the family physician assumes this responsibility in the remaining schools. One-fourth of the schools require seasonal examinations, while the remainder require an annual examination. While 60 percent of the schools indicate they have a formulated policy regarding financial responsibility for injuries incurred in athletics, only half this group made a systematic effort to inform the parents concerning such a plan.

One hundred and forty-eight schools (37 percent) provide clean towels daily for the individual participants. This is financed by a fee in one third of the schools, and by the Board of Education or the Athletic Association in the remaining institutions.

Personal equipment is provided by the participant in the small schools, and by the athletic association or the board of education in the rest. The balance of the uniform and all protective equipment is provided by the athletic association or the board of education, with the possible exception of shoes in many small schools.

The participants have the responsibility for cleaning their personal equipment, except in the larger schools, where the board of education or the athletic association assumes the responsibility. The method of cleaning personal equipment is not satisfactory, except in the

large schools where this is done either in the school laundry or commercially. The method of cleaning practice equipment is satisfactory, for the most part, but the frequency is not in 80 percent of the schools.

The all-around picture of the janitorial controls is poor in all but 15 percent of the schools. Both the method of cleaning and the frequency do not meet approved standards. Whether this is due to lack of training on the part of the janitorial staff, or to too many demands on their time, is not apparent from the available information.

When the administrators were asked to evaluate their own situation in terms of adequacy or inadequacy, as shown by the presence or absence of certain controls, 55 percent of the schools placed inadequate medical controls first, and 26 percent mentioned facility controls. In every case, the responses to this section substantiated information received from other parts of the inquiry blank.

#### Conclusions

When the health practices in athletics studied in the survey were measured by the standards established in this study, it was found that three-fourths of the schools responding met 15 (21 percent) of 71 standards.

No questions were asked specifically concerning 30 additional standards, but data elsewhere in the study indicated that as many as seven of this group are met in three-fourths of the schools. Thirty percent of the standards are therefore met sufficiently by a majority of the schools to be listed in this category. Even in this group, however, there were individual instances, where schools indicated excellent practices in one or more of the controls, and average or poor practices in the others.

The study indicates that the situation with respect to health practices in interscholastic athletics in Illinois is poor. This is especially true in many small schools, and in some large, over-crowded institutions. Too little attention has been given this vital side of athletics. Specific conclusions concerning a majority of the schools responding are as follows:

1. Medical controls are inadequate, and this tends to hinder or even negate improvements which might be made in other areas.
2. The training of coaches and teachers of physical education, particularly in health as related to athletics, is inadequate.

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3. Coaches are not selected with the care their positions require.

4. Administrators are not aware of their responsibilities in connection with improving the health situation by securing capable, well-educated coaches who are aware of and sympathetic toward the problems involved. The same responsibilities exist for securing capable, well-trained janitorial personnel.

5. Functional courses in health are lacking, and adequate supplementary instruction is not given participants in athletics.

6. Training and conditioning programs are not adjusted to meet the needs of individual participants.

7. Safe and adequate personal, practice and game equipment is not provided participants in athletics.

8. The gymnasium, shower, and locker rooms are not cleaned frequently enough, nor with adequate methods and approved materials, to eliminate health hazards.

9. Other aids to cleanliness and health, such as warm water, liquid soap and towels are not provided in many schools.

10. The cleaning of personal and practice equipment is so infrequent and haphazard as to constitute another health hazard.

11. Adequate facilities for carrying on a comprehensive program of athletics and a modern curriculum in physical education are lacking in many schools.

12. Existing school and community facilities for athletics are not used as fully nor as completely as they should be used.

13. Boards of education are not aware of the objectives of athletics and the many problems connected with the health of participants in athletics.

The adequacy of the program and its contribution to the individual participant is determined by the educational philosophy of those who run the school. The administrator and the school board determine the direction and the scope of the program, the safety and health measures which can and should be employed and the outcomes of athletics, by the care with which they select the coach and the vision which they display in making appropriations for salaries, equipment, facilities, and adequate maintenance of the physical plant.

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## National Federation News

**COLONEL** Theo. P. Bank, chairman of the school and college division of the national Physical Fitness Committee, reports on an inspection tour of the military camps in Africa and Italy. He states in part:

"Athletics play an important role in this theater of operations. There is plenty of competition within units and between units. The various base sections determine championships in the majority of sports and the whole thing culminates in Allied Force championships, in which Army and Navy personnel of all the Allied Nations are eligible to compete. Last week the Allied track and field championships were run off in Rome. Next month the Allied swimming championships will be held. The preliminary meets are under way now. Men from the combat areas were flown back for competition."

"Athletics here are not a 'may be' proposition. The official announcements say it 'will be' done and are signed 'By command of the top ranking generals. It is paying dividends in the way of high morale, and cooperation between all units of forces within a base section."

**Idaho:** At the last annual meeting of the state association, several interesting actions in connection with the by-laws were taken. Beginning with the current school year, each member school is required to file with the state office a master eligibility list for each sport. After having done this,

it will not be necessary for the schools to exchange eligibility lists prior to each game.

An amendment to the by-laws requires the state association to be a member of the National Federation. Note: Idaho has been an active member of the Federation since 1928, but no mention was made of it in the by-laws.

A special baseball committee made the following recommendations.

1. That the state high school athletic board continue to support and encourage baseball on a district basis for the duration.

2. That schools be encouraged to keep baseball alive by employing it as a part of their intramural and physical education programs.

Two proposed amendments to the by-laws were fully discussed but failed to receive the two-thirds majority. One of these would have lowered the eligibility age limit to nineteen years and the other would have required a thorough physical examination to precede any participation in interscholastic athletics. This latter proposal received 35 votes in favor and 23 against. Three more votes would have constituted the necessary two-thirds majority.

**State-Sponsored Coaching Clinics:** Kansas and Iowa sponsor a high school coaching clinic each summer. The clinics are held in August and a flat fee is charged to cover instructional costs, board and room. The pro-

gram is planned directly by the state association and any profit or loss is assumed by the state association.

In past years, South Dakota and Michigan sponsored a clinic extending through one to three days. In states such as Oklahoma and Illinois, there is a summer coaching school clinic sponsored by the state coaches association and conducted with the "blessing" of the state high school association.

In states such as Georgia, North Dakota and Louisiana, the state university conducts a clinic each year with sanction of the state high school association. In Indiana, New York and Ohio, individuals (usually high school coaches or college coaches) sponsor coaching schools during the spring or summer.

Nothing in the nature of a nationwide policy has been developed by the high school groups. In the meantime, there seems to be almost unanimous agreement that these schools fill a need and accomplish many desirable things. The subject as to the relative value and the best method of approach is one which deserves consideration at some of the national meetings.

**Baseball Activity:** As an outgrowth of the conferences between the National Federation and the organized baseball groups, a baseball talent team was made available for state association sponsored coaching clinics. This team was made up of Lew Fonseca, Pie Traynor and Roy Parmelee. These men who are specialists in dif-

(Concluded on page 47)



Yes, they've turned in their leather helmets for steel ones this year. And what a line up Uncle Sam is putting on the field—the greatest in history!

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# Coaches' Corner



Drawn by Kate Tracy

Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 220 E. 42 St., New York 17, N. Y.

**After reading** what James Davies, a health and exercise authority, said about Gene Krupa, we put on our zoot suit with the reet pleats and trucked on down to see the famous drummer man in action. According to Davies, Krupa exerts more energy during a jam session than most athletes do during a game! Davies further claims that two swing numbers in a row, as Krupa plays them, are more enervating than a mile run or four line plunges on the gridiron!

Don't ask us how Mr. Davies arrived at these conclusions. One thing we do know—his testimony will never be refuted by the medical authorities. After seeing and HEARING Krupa operate on the "skins," we're willing to bet you couldn't get a doctor to sit through two of his numbers.

**There's something** about the number 9 that keeps haunting Jim Connolly, six-man fullback for Boys' Latin School, of Baltimore. Last season in the city's six-man league, he finished 9th in yards gained, 9th in points scored, 9th in tackles made and 9th among the honorable mentions for all-league honors! (Thanks to C. J. O'Connor, Boys' Latin athletic director.)

**Did you notice** the batch of teen-age swim stars uncovered in the recent national championships? Outstanding were 13-year-old Jimmy McLane of Akron, Ohio, who finished a good second in both the 1,500 and 800 free-style races, and 16-year-old Matt Mann, son of the famous Michigan coach, who paced a kid quartet from Camp Chikopi, Ont., to a surprising win in the 800-meter free-style relay.

**A few Sundays ago** at the Whitney estate in Manhasset, N. Y., a softball

game was played between a team led by Ted Husing and another composed of former members of the Flying Tigers. Husing studied one of the fliers, then asked him: "Aren't you Steve Toth?" The flier nodded. "You played football for Northwestern," Husing continued. "You made the winning touchdown against unbeaten Minnesota."

"That was ten years ago," Toth reminded the sportscaster. "How could you remember me from just one play?"

"Because that was an important play for me too," Husing told him. "I won \$4,000 on it."

**Oops, here we go again**—another female coach. The latest is pretty Jean Parsons, who will coach the Kimberly, Ida., High gridders this season. Since she also coaches varsity basketball, this ought to make her the first two-sport female coach in captivity.

**There may be no place** in big league baseball for sentiment. But this doesn't apply to service ball. Johnny Vander Meer, who will always be remembered as the left-hander who hurled two successive no-hitters, did all his pitching this summer for the Sampson Naval Training Station team. A few hours before the annual banquet in honor of the team, Johnny was shipped off to the Southwest Pacific. But he was not forgotten. That night at the table of honor, a seat was left vacant for him. Every course was served there and many speeches directed at that chair. Maybe it wasn't too important. But it gave us a nice feeling.

**In his later years**, the great old heavyweight champion, Jim Corbett, used to bemoan the fact there were no feinters left in the ring. Billy Conn and Joe Louis, he claimed, were fair in this department, but not exceptional. To demonstrate his point to Grantland Rice, he agreed to a short

exhibition with Gene Tunney atop a New York apartment house. Tunney was then in his prime, while Corbett was more than 60 years old. After two rounds, Tunney told Rice he had never seen anything like Corbett's skill.

"Jim feinted with his left," Tunney explained, "and hit me with his left. He feinted with his left and hit me with his right. He feinted with his right and hit me with two lefts. It was amazing. When Corbett feinted, you knew you were going to be hit, but never with which hand. Of course Jim, even at 60, had incredible speed. But don't forget he had speed of brain, as well as foot and hand speed. It was his brain speed that made him great."

**Out in Helena, Ark.**, the local high school operates a flourishing white slave traffic in football players. Now don't get excited, folks. It is all very wholesome and educational. In an effort to abolish monotony in weekly assemblies, the student council instituted an auction of football players. The stage of the auditorium was fashioned into a courtroom, and the football queen, attired as judge, held court. The gridders, acting the part of prisoners, were ushered into court by "policemen"—the queen's maids in uniform.

Tried and sentenced for some fancied crime such as "catching a pass, going two feet and dropping the ball," the boys were punished by being auctioned off to the highest bidder. Bidding ran high among the girls who wanted the same player. The players automatically became slaves to the girls who had bought them—their property for one week. During this time, they carried their books, sharpened their pencils, took them to the movies, etc.

The financial returns, about \$50, greatly supplemented the council's treasury, and was used in school improvement projects. Everybody had a good time.

**Out in Forbes Field**, home of the Pittsburgh Pirates, Groundskeeper Jack Fogarty almost popped his eyeballs when, at the close of a game, he saw a little girl with raven locks running the bases! Not only that, but sliding into each base with the elan of a big leaguer! Fogarty swore off pepsi-cola on the spot. But the mystery was soon cleared up. The gal turned out to be Joan DiMaggio, pretty six-year-old daughter of Vince, the Buc outfielder. Little Joan, it seems, is a baseball nut who gets in a little



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**Ever hear of a french fried potato that wrecked a football team? Just ask Lynn Waldorf, coach of Northwestern. A few Saturdays ago, his star quarterback, Jack Doyle, injured a rib in practice. It was painful, but nothing serious.**

The following Tuesday, Jack was eating french fried potatoes when a chip caught in his throat. He started coughing and before he knew it, he had completely fractured the injured rib! Poor Coach Waldorf had to go without a good quarterback for two weeks.

**The St. Louis Cardinals** may be the big cheese in the National League. But to Bucky Walters, Cincinnati pitcher, they're just limburger. Bucky faced 'em six times the past season and licked 'em every time. He shut them out four times.

**When Ike Armstrong**, football coach of Utah University, gazed at the 16- and 17-year-old hopefuls who turned out for the first practice, he wondered how he was going to pick a first team. He rubbed his chin. That gave him an idea.

"All boys who shave step forward," he barked. Eleven boys stepped out, and Ike had his first team.

**The most touching story** of the past baseball season was the one about the one-armed player entertaining the one-armed kid. You may have seen the picture of Memphis' one-armed Pete Gray standing at the plate in a batting stance, with one-armed little Nelson Gary, of Los Angeles, under him.

The kid and his father were brought to Memphis by a fund raised by sympathetic sports fans. It was an 1,800-mile trip for the little fellow, who lost his arm a year ago. But there was a rainbow at the end of it—his hero, Pete Gray. Dad Gary had put Gray up as a symbol to the child, to make him realize that he could play the games that other boys play and be one of them.

Pete came through gloriously for the kid. He belted out a triple, a double and three singles to lead Memphis to an exciting 7-6 victory in 12 innings. It was a night the child, and every other injured kid in the land, will never forget.

**For our money**, the most dramatic tennis match of all time was the Bill Tilden-Bill Johnston set-to in 1920. Tilden raced through the first set 6-1, and Johnston countered by winning the second set with equal ease. As they

were dividing the next two sets, an airplane swooped over the enclosure with its 12,000 people and was no sooner past than it crashed to the ground and killed a number of people.

Rain began to fall, gently at first and then strongly. Confusion followed in the stands. Umpire Conlin did the right thing at the wrong time. He raised his hand and called a stop to the match. But the ball was in play. Johnston hit it to Tilden, but the latter, knowing that play had been stopped, refrained from hitting it. Conlin treated the ball as a let and called the score accordingly.

Then Referee Adey seized a megaphone and ordered the point to be scored for Johnston. Meanwhile the rain continued to fall and the spectators to leave; all was beautifully muddled. Finally the rain stopped, the people returned and play was resumed. It was the fifth set and Tilden won it.

**What do you say, men**, how about a few snappy contributions? Tell *Coaches' Corner* all about your new 310-pound tackle, the shot-putter with two heads, the boner your second baseman pulled last spring or that funny story you heard at your last basketball clinic. *Coaches' Corner* is your department, and we'd like you to take it over lock, stock and barrel. So keep those contribs flying. Write today.

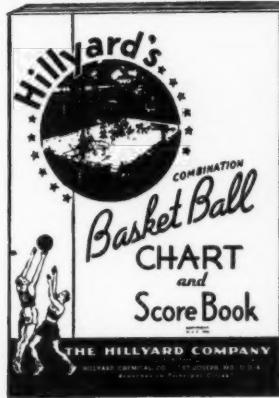
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## Basketball Quiz

(Continued from page 32)

d. Back up fast, feint each man, but try to stay between them.

15. While jumping at the center, one of the jumpers steps back out of the circle and catches the tap. The referee should:

- Call a technical foul.
- Call for a second jump ball.
- Call a violation on the player who caught the ball.
- Declare the play legal.

16. If you are a small man and find yourself defending a tall player, you should:

- Get in front of him.
- Play on one side of him.
- Try to get one of your teammates to switch with you.
- Change to a zone defense.

17. An offensive player, "A", steps into the three-second area just as a shot is taken. The goal is missed and a series of tap-ups results. In the meantime "A" has remained in the three-second area for eight seconds. The ruling is:

- Violation of the three-second rule.
- No penalty since the ball is dead when a shot is taken.
- Award the ball to team "B".
- Call a referee's time out to warn the players to stay out of the three-second area.

18. With thirty seconds to go and the score tied, Team "A" scores a basket giving them a two-point lead. The captain of Team "A" should:

- Change his defense.
- Call for a time out.
- Ask the coach to send in a substitute.
- Rush the team with the ball all over the court.

19. An offensive player, "A", attempts to put the ball in play from out of bounds. The ball is slapped back past the out-of-bounds' line by a defensive player, and "A" while still out of bounds catches the ball before it hits the floor. The referee should:

- Warn the defensive player to stay three feet away.
- Award the ball to "A" and start the play all over.
- Award the ball to the defensive team.
- Call a technical foul on the defense for delaying the game.

20. Your team is one point behind with one minute left to play. Your opponents have possession of the ball. Your best bet would be:

- a. Press enemy all over court.
- b. Commit a personal foul.
- c. Change defense to man-to-man.
- d. Ask for a time out.

21. Your team is one point ahead with thirty seconds to go. A personal foul shot has been awarded to your team. As captain your best strategy would be to:

- a. Shoot the foul.
- b. Decline the foul and try to score to sew up game.
- c. Decline foul and freeze ball.
- d. Deliberately miss the foul so as to stall for time.

22. In breaking a three out, two back (3-2) type of zone defense, the most vulnerable spots are:

- a. Along the sidelines or wings.
- b. Through the center.
- c. Under the basket.
- d. Backcourt set shots.

23. The offensive strategy which has been found most effective in breaking up the shifting man-to-man defense involves:

- a. Deliberate screen plays.
- b. Set up backcourt screens for set shots.
- c. Overload the zone.
- d. Make the defense switch as many times as possible in as short a period of time as possible.

24. In 1941 Basketball celebrated its:

- a. Silver anniversary.
- b. Golden jubilee.
- c. Centennial celebration.
- d. Seventy-fifth anniversary.

25. Player "A" of an offensive team takes the ball up the court. He stops with the ball while straddling the ten-second line. Then, in order to avoid a defensive player, he pivots around and thus brings feet into back court. Ruling is:

- a. No violation of the ten-second rule until he brings the ball and himself completely over the line in the original ten seconds.
- b. Violation of the ten-second rule. Ball goes to team "B".
- c. No violation of the ten-second rule and a new play and count is begun.
- d. Violation of the ten-second rule, but a jump ball results.

#### ANSWERS

1.b	9.c	17.b
2.d	10.a	18.b
3.b	11.d	19.c
4.c	12.b	20.a
5.a	13.a	21.c
6.a	14.d	22.a
7.c	15.a	23.d
8.b	16.c	24.b
		25.a



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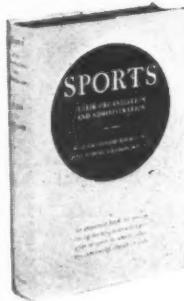
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## New Book

**PHYSICAL FITNESS WORKBOOK.** By Dr. Thomas Kirk Cureton. Pp. 150. Illustrated—photographs, diagrams and tables. Champaign, Ill.: Stipes Publishing Co. Paper cover, \$2.35; hard cover, \$2.85.

DR. CURETON'S new edition of his manual of conditioning exercises and standards, tests and rating scales for evaluating physical fitness, is a thoroughly practical, thoroughly useful 11-by-9-inch text which physical education men should find invaluable in their work with school and college classes.

The nationally prominent physical educator developed this book several years ago for use at the University of Illinois, where he is associate professor of physical education. But so great was the demand for it by YMCA's, schools and colleges over the country that two initial printings were quickly exhausted.

The new edition has been reorganized to include illustrations and more complete descriptions of the exercises and conditioning activities, making it easier for instructors and students away from Illinois to follow the material. A very important addition is a series of rating scales based on the most modern statistical procedures.

The theory and documentation are separated from the tests and exercises. This facilitates their use in two ways: first, with theory classes in schools of physical education; and, second, with a much larger number of individuals on the practical level who are interested not so much in the supporting theory and evidence as in the immediately practical activities of self-testing exercises and conditioning routines.

The contents include: measuring individual and group performance and improvement in physical fitness; the Illinois motor fitness screen test; motor efficiency classification test; an inventory of motor fitness; commands, formations and lesson plans; introductory flexibility exercises; tumbling stunts and grass drills for conditioning, balance, flexibility and agility; agility conditioning field exercises; and posture and physical development exercises.

Also: weight lifting and strength exercises; medicine ball exercises; competitive games and contests; stamina building routines; the somato-type rating and overall evaluation of physique; respiratory tests of organic efficiency; the Schneider test of cardiovascular efficiency; the pulse ratio and step tests of cardiovascular efficiency; and 22 pages of simplified rating scales covering about 50 different events.

The book is illustrated with 319 pictures, most of which show test exercises in progression.

**Announcing the new**

## PHYSICAL FITNESS WORKBOOK

by Dr. Thomas K. Cureton  
University of Illinois

### 319 PICTURES—168 PAGES

22 Pages of simplified rating scales (covering about 50 different events) are included in the book as a help for student and instructor rating. The pictures show test-exercises in progression, thus helping the untrained P.E. teacher give a course. In permanent, printed form.

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An outstanding book  
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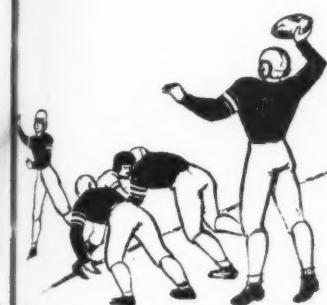
- methods of the American wilderness pioneers
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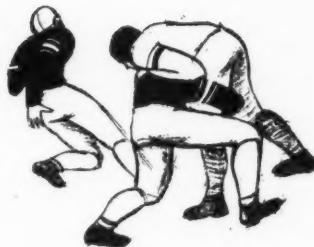
**McGRAW-HILL BOOK CO., INC.**

330 West 42nd Street, New York 18, N. Y.



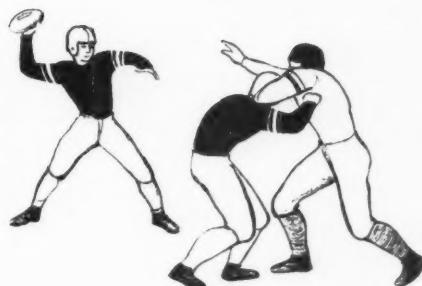
**PASS FROM ANYWHERE BEHIND LINE** is legal in high school and professional football. In college ball, passer must be at least five yards behind line. Penalty is loss of down, ball to be put in play at spot of snap.

## FOOTBALL BULLETIN

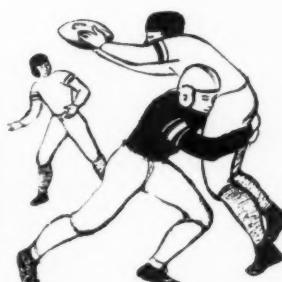
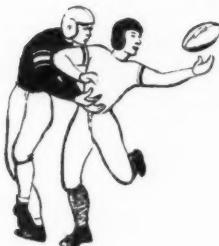


**HOLDING:** Grasping an opponent with the hands and arms is illegal. When done by offensive team, it calls for a 15-yard penalty; by defensive team, 5 yards.

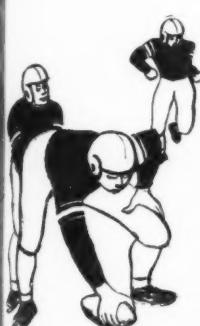
**ILLEGAL USE OF HANDS OR ARMS:** Player on offensive team cannot use hands or arms unless he keeps them close together on chest. Penalty is loss of 15 yards.



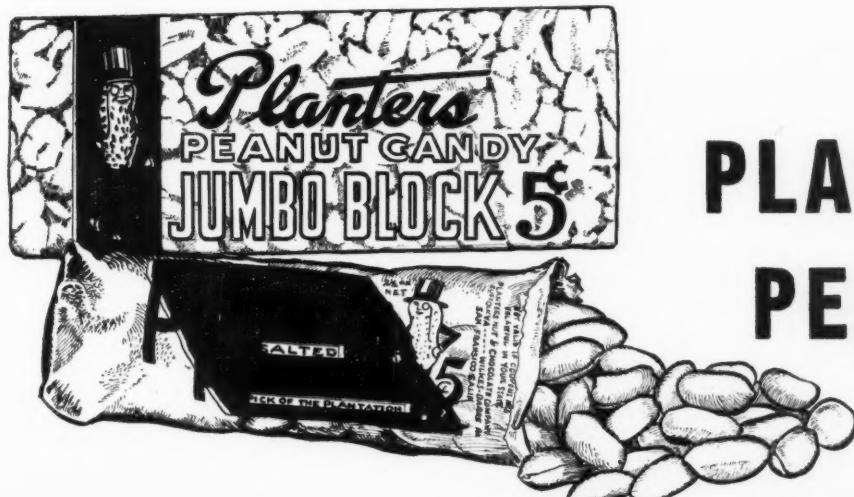
**INTERFERENCE WITH PASS RECEIVER:** During a forward pass play, the defense cannot interfere beyond line of scrimmage with any player eligible to catch the pass. In high school football, interference calls for loss of 15 yards from spot of snap and an automatic first down. In college, ball is awarded to opponents at spot of foul as first down.



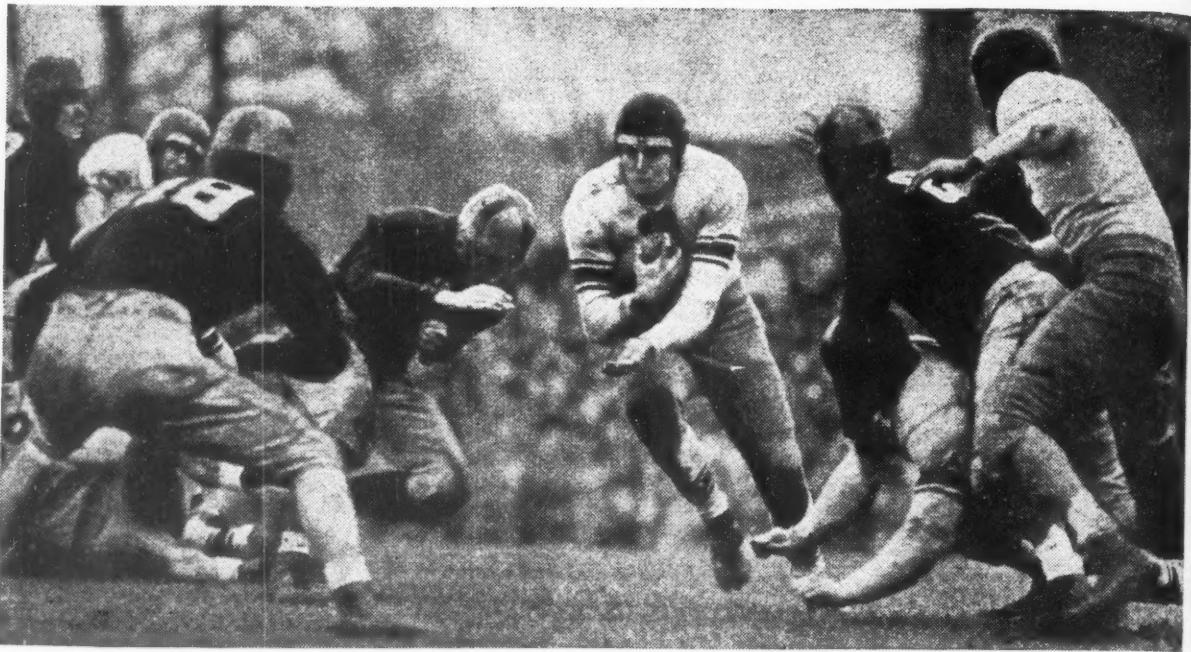
**PASS WHEN PROGRESS IS STOPPED:** When player passes after his forward progress is stopped, ball is dead even though whistle is not blown until ball leaves his hands.



**MAN IN MOTION:** One man of offensive team may be in backward motion at center snap. If player is moving parallel to line or forward, it is legal motion and calls for loss of five yards from where ball was put in play.



**PLANTERS**  
**PEANUTS**



PLAYING FITNESS IS FIGHTING FITNESS



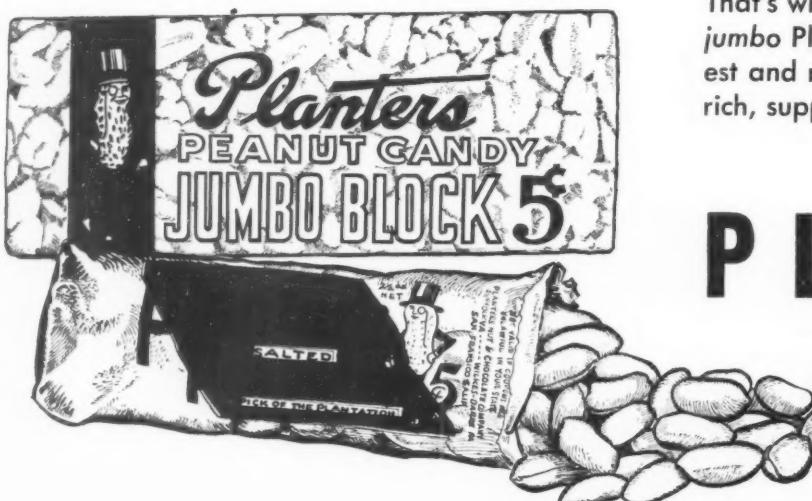
**Harry Stuhldreher, famous football coach and athletic director of the University of Wisconsin.**

# FOOTBALL

"In football, as in war, condition pays. Ability to think fast and act fast is important. But if you can't keep driving for a full game, the finest strategy may be wasted. If you are not in shape, football will help put you in it—as well as build initiative, courage and team spirit. But it needs help from you. See that you eat right, sleep right and live right."—Harry Stuhldreher



"Fighting Fitness" is an important weapon on every front. To keep that weapon keen, America is sending her best in food and supplies to our armed forces. That's why G.I. Joe is getting "first call" on those big jumbo Planters Peanuts. They are the choicest, freshest and meatiest salted peanuts; and, being vitamin-rich, supply energy where energy counts.



# PLANTERS PEANUTS

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## Federation Notes

(Continued from page 39)

ferent departments of the game, did excellent work at the coaching schools in Iowa, Kansas and Illinois. Their services were made available through the kindness of organized baseball.

Because this was experimental in nature, the number of schools which could be accommodated was limited to three. An attempt is being made to evaluate the work and to explore the possibilities of extending this service so that similar talent may be made available to a greater number of state associations.

**Interstate Games:** As a safeguard against exploitation of high school teams and use of pressure by prospective promoters, any game in which schools from two states are involved and which requires round trip travel of 600 miles must be sanctioned by each of the state associations through the National Federation.

Convenient printed blanks are provided for application for sanction. These blanks are made in duplicate and sent to the state high school executive officer. Space is provided for outlining the reasons for scheduling a team outside the state and at some distance.

In some sections of the country, the distance between schools of approximately the same size is great and there are sometimes good reasons for scheduling a game involving 600 miles travel. In contrast to this, there are many proposed games which have little relationship to actual needs of the players or to the welfare of the school athletic program.

In such cases, the sanction requirement is a brake on unlimited exploitation and excessive waste of time and instructional man-power. Each school which is a member of its state high school athletic association which is, in turn, a member of the National Federation, should secure proper sanction of any contemplated game with a distant team in another state before definite plans for such a game are publicly announced.

**Athletic Equipment:** Recently released military figures show that \$20,000,000 worth of athletic equipment will be sent to military camps this year. This is approximately \$2 per man in the service, and represents a tremendous quantity of material. In fact, using peacetime figures as a guide, it represents more than the entire output of all sporting goods manufacturers.

Under these circumstances, very little material can be expected for civilian use. It will be necessary for schools to rely upon equipment they already have, the small supply still on the shelves of dealers and upon inferior articles which have been rejected by military inspectors but which will give limited service in civilian use.

—H. V. PORTER

## ON THE JOB

**McArthur School Towels . . . big, soft to the skin, and highly absorbent . . . are serving season after season, without replacement, in high schools, colleges, and universities throughout America. When victory comes you'll want to know more about McArthur School Towels. Write for the McArthur School Plan now.**

**Geo. McArthur & Sons**

BARABOO, WIS.

## MASTER COUPON

After carefully checking items desired, mail this coupon directly to Scholastic Coach advertising department, 220 East 42nd Street, New York 17, N. Y.

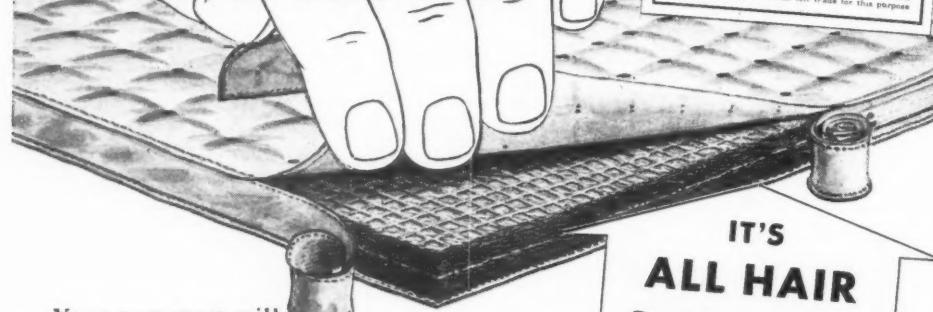
ALCOHOL EDUCATION (23-6)	DENVER CHEMICAL (39)	KAHNFAST ATHLETIC
<input type="checkbox"/> Bob Chambers Poster, "Touchdown Fitness" How many . . . .	<input type="checkbox"/> Handbook, "Athletic Injuries"	FABRICS (43) See ad for Nearest Uniform Maker
AMERICAN HAIR & FELT (48)	EAGLE METALART (38)	BRADLEY M. LAYBURN (38)
<input type="checkbox"/> Names of Concerns Who Can Supply You	<input type="checkbox"/> Catalog on Sport Emblems, Medals, Cups, Trophies, Badges	<input type="checkbox"/> Information on Gym and Playground Apparatus, Portable Bleachers
A. S. BARNES (44)	GRISWOLD & NISSEN (38)	LEAVITT CORP. (42)
<input type="checkbox"/> Sports Booklist	<input type="checkbox"/> Booklet, "Tips on Trampolining"	<input type="checkbox"/> Information on Knock-down Portable Bleachers
BECTON, DICKINSON (30)	HILLYARD SALES (41)	LINEN THREAD (Inside Front Cover)
<input type="checkbox"/> Ace Manual on Athletic Injuries	<input type="checkbox"/> Basketball Chart and Score Book	<input type="checkbox"/> Catalog on Sports Nets
BIKE WEB (6)	<input type="checkbox"/> Catalog on Floor Treatment and Maintenance	MARBA SYSTEM (36)
<input type="checkbox"/> Information on Athletic Supporters	HOOD RUBBER (33)	<input type="checkbox"/> Information on Athletic Equipment Reconditioning
BROOKS SHOE (2)	<input type="checkbox"/> Basketball Foul Shooting Record Chart How Many . . . .	MARLIN FIREARMS (42)
<input type="checkbox"/> Information	ILLINOIS CASUALTY (43)	<input type="checkbox"/> Information on Rifles
CONVERSE RUBBER (Inside Back Cover)	<input type="checkbox"/> Information on Athletic Sports Insurance	McARTHUR & SONS (47)
<input type="checkbox"/> 1943-44 Basketball Year Book		<input type="checkbox"/> Post-War School Towel Plan
<input type="checkbox"/> Converse-Dunkel Basketball Forecast		

(Numbers in parentheses denote page on which advertisement may be found)

**SEE PAGE 48 FOR OTHER LISTINGS AND FORM FOR SIGNATURE**

**Roll Back the Cost  
of Upkeep on Gym Mats  
with LONGER LASTING**

**Ozite**  
GYM MAT FELT



Your gym mats will stay softer, springier, years longer if they're filled with Genuine OZITE Gymnasium Mat Felt . . . and they'll be safer, too, because this better filler is felted without needles by the OZITE Platen Process.

ALL HAIR OZITE is heavier and denser than ordinary fillers, outlasts several covers. Its laminated construction keeps the mat flat and assures more uniform resilience.

WRITE FOR THE NAMES OF CONCERN WHO CAN SUPPLY YOU!

IT'S  
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**AMERICAN HAIR & FELT  
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### SCHOLASTIC COACH MASTER COUPON

(See page 47 for other listings)

(Numbers in parentheses denote page on which advertisement may be found)

McGRAW HILL (44)

Sports Booklist

MacGREGOR-  
GOLDSMITH (16)

Sports Catalog

FRED MEDART (31)

Book, "Physical Training, Practical Suggestions for the Instructor"  
 Booklet, "Physical Fitness Apparatus"

C. F. MOSSBERG (38)

Booklet, "The Guidebook to Rifle Marksmanship"

NATIONAL SPORTS (4)

Catalogs: Bases, Mats, Rings, Training Bags, Wall Pads, Pad Covers

OCEAN POOL (2)

Catalog on Bathing Caps, Kicka Boards, Supporters, Trunks, Klogs, Terry Coats

PENNA. SALT (21)

Free sample, "Tilite"

PETERSEN & O. (38)

Catalog on Gym Mats, Wrestling Mats, Boxing Rings, Mat Covers and Prone Shooting Mats

QUAKER OATS (37)

"How to Play Winning Football" by Fritz Crisler  
How Many . . . . .

"How to Play Winning Basketball," by Adolph Rupp.  
How Many . . . . .

RAWLINGS (3)

Football Catalog

REGALIA MFG. (36)

Illustrated Catalog and Price List on Service Flags  
Plaques, Emblems

REMINGTON ARMS (35)

Instructor's Manual on Operation of Rifle Club

SEAMLESS RUBBER (8)

Information on SR  
Athletic Tape, Kantek Bladders, Handballs

WILLIAM SKINNER SONS (15)

Information on "Tackle Twill"

SPALDING & BROS. (1)

Catalog  
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STIPES PUB. (44)

Sports Booklist

SURE STEP CLEATS (38)

Information

U. S. RUBBER (19)

"The T Formation" by Frank Leahy  
How many . . . . .

VOIT RUBBER (29)

Catalog on  
Rubber Covered Athletic  
Balls and Equipment

Illustrated Price List

WILSON (27)

Catalog

NAME \_\_\_\_\_ POSITION \_\_\_\_\_

(Principal, coach, athletic director, physical director)

SCHOOL \_\_\_\_\_ ENROLLMENT \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_

No coupon honored unless position is stated

October, 1944

## "STRAWBERRY"

by Wesley Knight

Wesley Knight, instructor and trainer in the department of hygiene, physical education and athletics at Rensselaer Polytechnic Institute, forwards an original treatment for strawberries and mat burns

STRAWBERRIES, mat burns, floor burns, etc., are caused by a sliding or scraping action which denudes the upper layer of the skin (epidermis). Since no blood vessels are in this surface, there usually is no bleeding.

The epidermis receives its nourishment from the serum, which oozes up from the dermis. Therefore, when bleeding does occur, the dermis has been injured. Healing takes place from the edges of the uninjured cells surrounding the abrasion, and not from the surface of the wounds.

The treatment varies with the individual's personal preference. Some prefer dry dressings (Bismuth formic Iodide, BFI, sulfanilimide, and sulfothiozol powders). Others use wet dressings (Tr. Benzoin, mixture of Tr. Benzoin with 10% Tannic acid) and bland ointments (Icthyol, sulfothiozol, sulfanilimide, and Boric Acid).

The adage "Experience is a great teacher—if one doesn't pay too dearly" was true in my case. I sustained a large strawberry on my left hip from a fall in one of my C.A.A. classes and proceeded to treat myself with icthyol dressings. This, however, caused crusting and the serum adhered to the dry gauze. The crust came off when the dressing was removed for an examination.

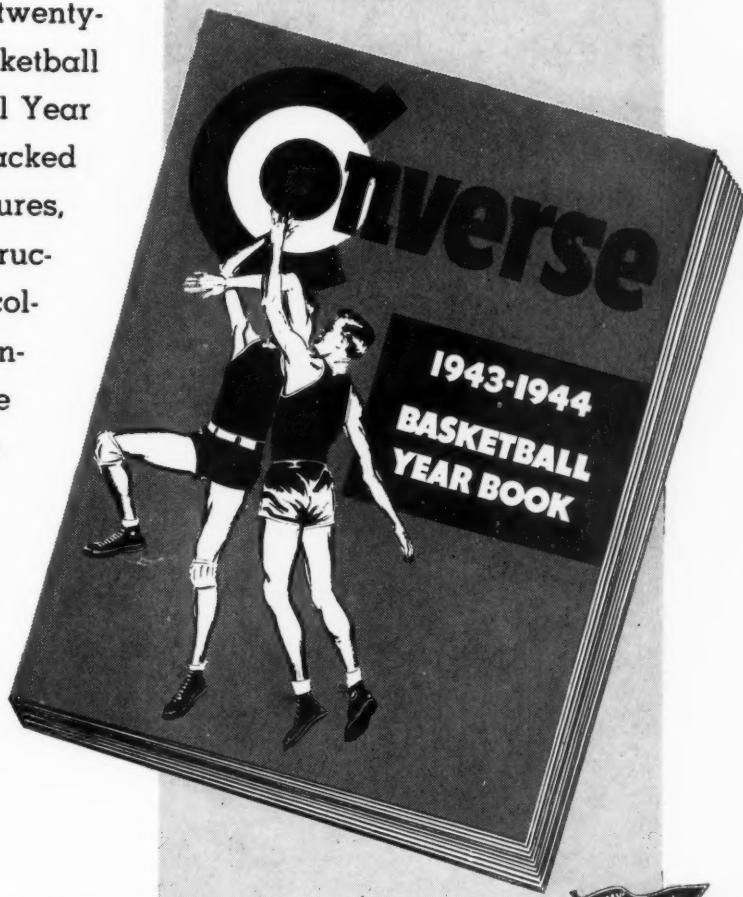
It was then that Lieut. R. G. Eisenhardt, our Navy doctor, let me in on a medical secret—the use of sterile wax paper or cellophane instead of gauze. I applied sulfothiozol ointment 5% to the inside of a sterile wax paper wrapper and left it on for two days.

This type of dressing proved superior to the gauze type in that it did not adhere to the wound and hastened healing without crust formation. After one redressing, my strawberry was perfectly healed and the new epithelium appeared normal.

I would highly recommend this treatment for baseball and contact sports. Ordinary clean household waxed paper or clean cellophane may be used for wrapping. Both afford sufficient sterility, since only the sulfothiozol ointment comes in contact with the open wound.

# OFF THE PRESS SOON...

23rd  
EDITION OF THE  
BASKETBALL  
YEAR BOOK



NOW rolling off the presses — the twenty-third annual edition of the basketball "bible" . . . the Converse Basketball Year Book for the 1943-1944 season. Packed from cover to cover with news, pictures, team records, starring players. Instructional articles by top-flight school, college and service coaches . . . final Converse-Dunkel summary of college and service team ratings for the past season . . . "Chuck" Taylor's All-American selections for 1944.

48 thrill-packed pages in a big (9" x 12") book! Get your free copy from your Converse All Star distributor — or fill out and mail the coupon below — now!

THE SUPPLY OF YEAR BOOKS IS LIMITED . . . MAIL COUPON TODAY!



Converse Rubber Company, Dept. C9, Malden 48, Mass.

Send me FREE COPY of Converse 1943-1944 Basketball Year Book as soon as it's off the press.

(PLEASE PRINT)

Name..... Title.....

School or Service Unit .....

Address .....



**CONVERSE**  
**ALL STAR**  
**BASKETBALL SHOES**

# Ivory System Observer



Early in October our monthly publication will be in the mails, and we would like to get a few more of you athletic fellows on our mailing list. The **OBSERVER** is sent free to Coaches and others connected with the athletic setup in Schools, Colleges, Industrial Organizations and to Athletic Officers in the service.

It is written in a free and easy style, and has for many years been giving valuable information on the Care of Athletic Equipment. Both the Army and Navy have used the **OBSERVER** freely in preparing instructions on the Care of Athletic Equipment to service men everywhere. You, too, can profit by reading its spicy, pertinent advice on how to get the most service out of your athletic equipment.

*If you are not on our mailing list you can get on it for the asking, as long as you are connected with the Athletic Department of the outfit you serve.*



PEABODY, MASSACHUSETTS

RECONDITIONERS  
OF ATHLETIC  
EQUIPMENT